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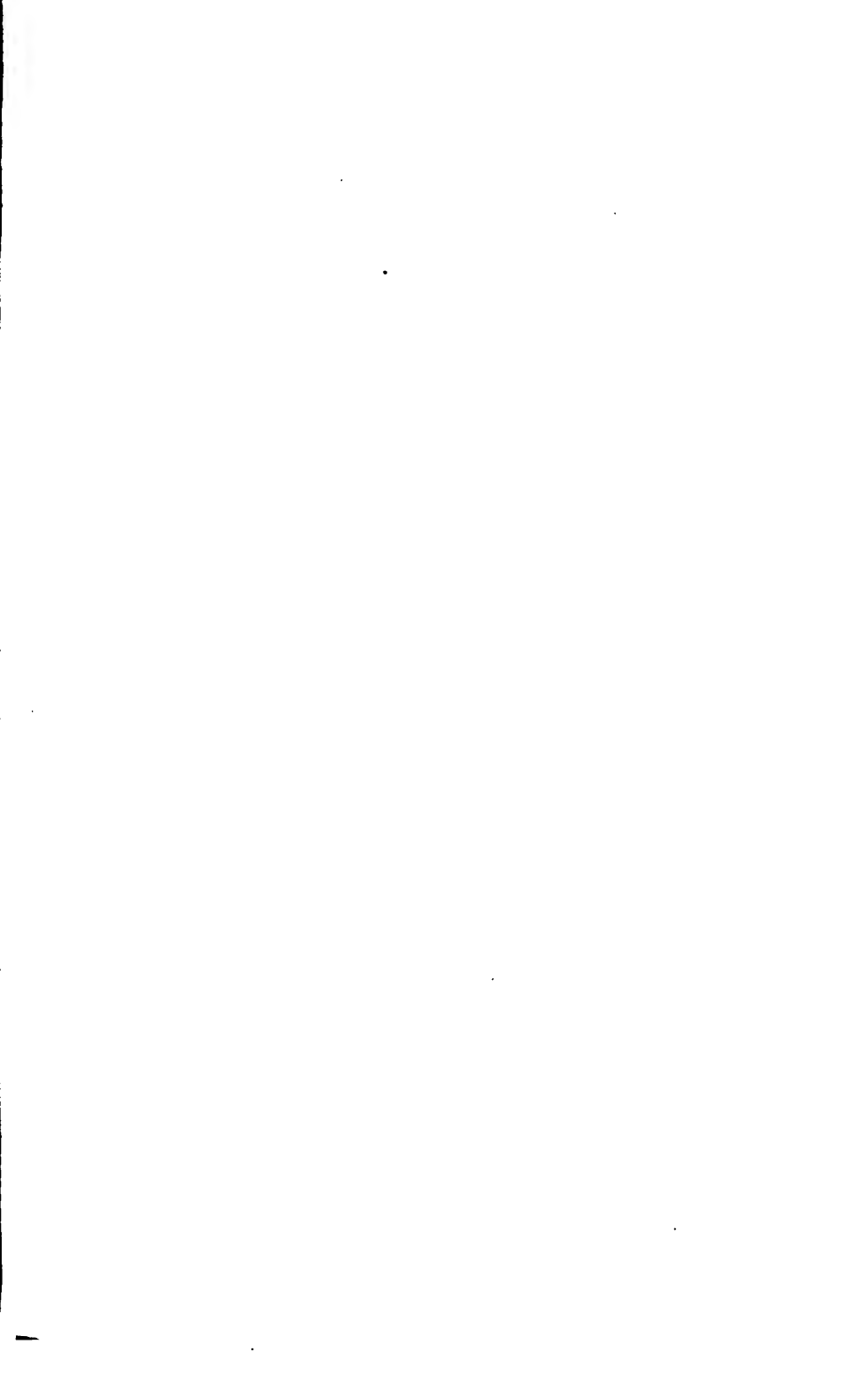
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—THE—

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THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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JANUARY, 1886.

Number 1.

TRAINING NOT TEACHING.

BY J. J.

The MONTHLY for December, 1885, contains a number of distinct paragraphs in which the words, training and teaching, are contrasted. The editor himself can not forbear the curt comments on page 609, and exhibits his weaknesses thereby, for he evidently commits himself to the notion that the teaching of children not only implies but includes training. The Canadians quoted in the same number are apparently of the same mind, but as they are not in full sympathy with that most excellent of all humanly devised systems for training youth of both sexes and all conditions which is everywhere known and revered as the QUINCY METHOD, discovered as new by one of the Adamses and honored by his semi-patriarchal approbation, their utterances ought not to count, and are not likely to be esteemed very highly by any advanced educator—on modern lines. I suppose that the Quincy System is the heir of all the ages; that it did not come into being like Athena, without a mother, nor, like Hephaestus, without a father; but that it had progenitors innumerable, two parents, four grand-parents, eight great-grand-parents, and so on; and that its exalted pre-eminence is due to the fact that it has inherited all of the

virtue and none of the vices of its multitudinous ancestry. I, myself, have known something of previously existing systems, having taught geography "by the use of globes," "by the melody of song," "by outline maps, combined endless tables of names and figures," "by the elegance of art and the earth-given geometry" reduced to harness in map drawing, "by the natural method (which excludes foreigners and takes to local maps), and have exhausted the resources of the school-yard in making continents and oceans, and bounding these by the 32 points of a real compass." Of course, I had to stop when I got thus far, because *Nature could no farther go*, and am forced to confess that I began very humbly, and with no thought of an Educational System on Olney, followed by Morse, and really taught geography to my earlier pupils so that they learned it fairly well. Nevertheless, in the present effulgence of educational methods, I can not claim that they had any training worth mention, and if they know anything about the round globe and they that dwell thereon, it is in spite of the "system," or rather the lack of system. Of course, together with the experience in this branch of classified knowledge, I have had similar experiences in other branches; and although I have plodded along, with a modest claim for a moderate growth in grace, I have had trial of sundry other methods for dispelling ignorance and imparting knowledge. I have also been fortunate in having been informed by an authorized high-priest of a later cult that these ends are of no avail unless they become means for the highest end of all study, which is TRAINING. Of what use to pump, to fill and to cram, unless the pupil becomes so trained that he is fitted to be an original investigator, a potent discoverer, a one out of ten thousand? What use of pumping and cramming since these results can be had by a *ne plus ultra, sine qua non, e pluribus unum* system of high training which requires almost no facts, a dictum or two, and a pass word like Shibboleth, to enable a pupil to evolve out of his inner consciousness all sorts of knowledge, facts, principles, and philosophies, from the date of the Battle of Lake Erie and the lesson which may be derived therefrom to that end of all things, the Eternal Nirvana of Buddha?

Now what is the new lesson which may be learned from Perry's Victory? or what sort of training is required to fix its epochal date upon any sort of a boy or girl? What kind of training will best enable one to evolve any system of facts, or educe out of him the multiplication table, or the binomial theorem, or the Copernican Theory, or La Place's Hypothesis, or Galton's law?

The Great Earl of Chatham had a theory of education which he put in application to the younger Pitt, "The Great Commoner." It was

expressed in these simple terms: "Courage, my son, it is only the Cyclopaedia." William Pitt, the younger, went through those odious processes of pump and fill and cram, and with all the drawbacks of his time and station, became the first man of his day, in whatever way his talents, so trained, were called into exercise. But according to our new lights Pitt had no training whatever, neither had Burke, nor any body else up to the date of the discovery by Adams, Jr., of the Quincy Method. How thankful should we all be that in spite of our manifold ignorances and blindnesses so much has been done, and, on the whole, so well done.

I thought it prudent to read over what I have written, and fear that some one or other will think that I do not believe in training. Of course I do, but it is not in that sort of training which thinks that a well devised system is all that is needed in order to educate a youth, and not in that sort of training which supposes that when a youth has been led to observe a few facts or phenomena he has committed to memory all the facts which underlie any science, physical or metaphysical, or that he is in any sense a learned man. If all be granted that is claimed of any one or of the whole of these new-fangled so-called natural systems of training, it or they, carried out to the extent of the definition of natural training, leave the unhappy youth as a sort of intellectual skeleton, flapping in the wind, with a frame work of bones ready for the imposition of muscle and fat, and for the insertion of nerve and viscera—but nevertheless a skeleton.

Now lest some one say that I decry all training, I beg to add that I believe in drill, hard and steady and continuous. Was the teaching of Dr. Samuel Taylor, of Andover, not training that consumed weeks on the first fifty lines of Virgil? Does any one suppose that he dealt with each consecutive fifty after the exhaustive method of the start? Did he not set many a boy on the right plan of thorough study, and was not his whole work such as comes under the ordinary acceptance of the word cram?

If one will but stop and look over what is supposed to be attained by an intelligent and well applied course of the *new* training, he will find that at least 75 percent of the effort is consumed in showing how to do the work, and that the remainder that is not employed in bragging over the result is sometimes devoted to the accomplishment of the thing which is desired. When I have a boy who is to learn an art, say that of plowing, I set him to work at the plow. I do not first exhaust his energy by first evolving the plow and then developing a well balanced system of plowing, which includes the *true*, as exempli-

fied by a long straight furrow, and the *beautiful*, which is made manifest by an even width of sod turned over, and the *good*, which comes from shallow or from subsoil tillage. A few explicit directions, which is all the teaching required, suffice to set him on the right method. The application of these, which belongs only to the plowboy, will be all the training which is required; except that some one must see that the precepts which have been given have been faithfully and precisely carried out. This last corresponds to the hum-drum drill, so hateful to the advanced educator, and the examination, so dreaded by the unfortunate educatee. No boy will be expected to have learned all the science of plowing until he has turned over many fields.

“Qui studet optatam cursu contingere metam,
Multa tulit fecitque puer: sudavit et alsit.”

Nothing but great and incessant labor will give to any man an education. The new methods surpass the old only so far as they can show to the tyro a more excellent way; but even with their best developments, it still remains true that every student must, if he hope for success, begin at the bottom, with so many axioms to absorb, so many definitions to memorize, so many laws to develop and apply, so many facts to master upon which these axioms, definitions, and laws are based. If he gets to the end desired it is all one to him whether he follow one method or another, deductive or inductive. If in addition to the work in hand, he be handicapped with a special method it will be but a plague to him, if not a hindrance.

I have at this moment, in my mind's eye, a teacher who expends most of his energy upon the method which is or ought to be deserving of the name “Natural Method,” and it seems to me that most of his time is spent in developing the method, so that his pupils learn but the merest shreds of the science which it is set him to teach. When he is through with his class, it may be granted, for this occasion, that they are adepts in the method, but that is the end of the whole thing. They will seldom or never put in the application.

As if I should keep a girl at the piano for years on the five finger exercises and neglect to show her an air or a melody, or train a boy how to walk and to run, and to box and to turn somersaults, with no other expectation than that ever after he should be rolled about in a wheelbarrow whithsoever he went. It is said that over-trained gymnasts, boxers, rowers, pedestrians, and the like, become “stale,” that is, played out; and I think it is not unfrequently so in the subjects of mental gymnastics. By the time they have been put through their system of training, they are utterly fagged out and care no longer whether they see a book or listen to a living orator.

On the contrary, the old want of system, or rather the old system of pegging away, has given to the world every one of the intellectual victories of the past. No one can be named who owes any considerable part of his mental training to any system that did not inculcate steady, hard, unceasing labor.

The few facts which any boy can be made to unfold by the specious prodding of his educator and the few principles which he can logically draw from these are but the dust on the balance as compared with the great mass of knowledge which must forever lie outside the bounds of his personal experience. If he is to be a scholar, he must seek for these in the labors of others, and so seeking he will learn. If his search be directed by an intelligent master he will be taught, and so taught he will be trained. Such teaching of necessity includes training. The converse is not true; training does not of necessity include any large acquisition of knowledge any more than training in paradigms will make a student master of syntax.

One word more and I have done. I believe that the work of teaching should be done in a regular, systematic manner, and so attempt to do the little teaching that is required of me; but I wish that all my fellow teachers could see as I do the necessity which lies upon our pupils of acquiring knowledge. The slow years that pass in our graded schools, the feeble attainments of the average college graduate, fill me with a continual wonder that so much labor has been expended upon so thin a crop of stubble and so light a crop of good grain.

OUR COUNTRY SCHOOLS.

Read before the Darke County Teachers' Association, at Versailles, Ohio,
Nov. 20, 1885, by J. H. W. SCHMIDT.

In the education of man there are three agencies at work, the home, the church and the school. The first teaches the child the duties and obligations it owes to others as a social being; the second instructs it in those things that pertain to its standing towards its God; and the third fits it to assume those relations and responsibilities which devolve upon it as a member of a community, as a citizen of the State.

Of all these the influence and teaching of home have the greatest bearing upon the future of the growing mind. The words and example of parents stamp themselves indelibly upon the dawning intellect of the child and give the direction for weal or woe in time and eternity. Happy the child that can say of its home, there's no place like it.

Next comes the church to lend her aid in teaching the child how to fit itself for citizenship in that land beyond the stars. She shows it where it stands morally, and what relation it should sustain to the Omnipotent. She points the way to Him who "has sown his name on the heavens in glittering stars, but upon the earth he planteth his name by tender flowers."

Hand in hand with the home and the church goes the school, "The Hope of Our Country." The Hope of Our Country! This expresses in the most fitting words the relation it sustains to our country's future, and the important mission it has to fulfill in teaching the growing mind the duties of citizenship in a great republic.

Although the school, in general, is of so much importance to us, we wish to deal especially with the country school, its importance, advantages, disadvantages, and needs.

Among those to whom the country school is most important is the farmer. Thousands of the sons and daughters of farmers never see the inside of any other school than this, and those that do attend higher institutions of learning get their start in knowledge within this, the Farmers' Academy. We have only to look around us to be impressed with the necessity of elevating the intellectual standing of the tillers of the soil, and, as they are dependent on the district school, this school is certainly of very great importance to them. Some writer has said, that "he who shows how to raise two stalks of corn where only one grew before, is a benefactor to mankind;" the ability to do this, to take advantage of every opportunity in the struggle for existence, can only be acquired by education. When we compare our land to-day with what it was a century ago, we cannot but be impressed with the progress made in the contest with unreclaimed nature. Where a century ago the "wild fox dug his hole unscared," now are farms that cannot be surpassed for fertility. Where a century ago the wild Indian trod the shades and solitude of the forest, and his footsteps awakened no echo as he tracked the bear to his den or followed in the wake of the swift-footed deer, the sun is reflected from hundreds of beautiful farm houses, and the sounds of civilization are echoed from far and near. All this was brought about by education, by the hand trained to use the instrument of labor, the head educated to devise ways and means to help in the contest with nature, and the heart taught to rely upon Him who is ever the help and the shield of his people. And yet, although so much has been accomplished in the past, there are still grander possibilities for the farmer, and to appreciate and take advantage of these, his education must be abreast of the times.

But not alone to the farm, to the city also, the country school is important. Statistics prove that the leading men of the cities have, in most instances, come from the farm. They show that the successful workers in this line of human industry have received in the country the training that made them do and dare. In the history of the cities we find that those men, noted for their business capacity, have been trained to a sturdy self-reliance, to a depending upon a "heart within and God o'erhead," upon the old homestead in the country. They learned there those lessons in perseverance that helped them to bring to a successful issue everything they undertook. How important, then, that the means of early education are the best that can be obtained, that the country school keep pace with its city sisters.

But we can go still farther, and, looking at the names of those that have stood up for their country in times of trouble, we will find that the State is also interested in the country and its school. A Washington, Jackson, Lincoln, and Garfield, were trained in the country and received their introduction to life after a schooling on the farm. And not alone those who are at the head of affairs, but also many of those who constitute the rank and file of her citizens are in the country. In troublous times the bone and sinew of her defenders were taken from those hardy sons of toil who win their bread from Mother Earth by hard, persistent labor. How necessary it is, then, that these of her citizens should be so educated as to be worthy of their grand position as defenders of her honor at home and abroad.

As it is with city and state, so it is with the church. She also must depend, in a great measure, upon the country for her numerical and moral support. Although selfishness can be found in the country as well as in the city, it has not taken such a hold upon the people at large as it has in the city. In the city most people are so taken up with their own affairs that they do not make that practical application of the Golden Rule that they should. While in the country, when a heavy hand of trial is laid upon a household, every one is willing to lend a helping hand. In the country, that spark of celestial fire called conscience has also a better chance to glow, as the waters of skepticism and infidelity do not have the same opportunity to gather volume enough from outside influences to quench it. In the country, there is also a much better opportunity to inculcate a veneration for the Holy Sabbath, as its violation is not so frequent there as in the city. How often have I attended services in a large city when grand, magnificent churches were nearly empty, while in the country the churches are almost filled to overflowing. The district school is one of the means through which the country people can be raised to

a still higher plane, and the great desideratum is to bring it up to the very highest point of excellence, and use it as one of the factors in solving the great problem of human happiness.

Although at first sight the district school seems inferior to its city cotemporary, it enjoys some advantages over it, one of which is that the pupils are not cramped by so much machinery. We would by no means cry down system, but some of our city schools are burdened by so much of the proverbial "red tape" that the pupil's originality is almost entirely destroyed. In them the old Spartan idea, that the child should be educated for the state, is modernized to the extent that the child is educated for the system. The system treats the child as the Procrustean bed of old did its victims; if it falls short of the requirements, it is (mentally) stretched, while if it is too long a decapitation takes place. In the country school this is avoided. There is no cast-iron mould to which it must adapt itself, but it can work on the "go as you please" plan, and its powers and capabilities can develop to their fullest extent.

In the country the classes are smaller also, and the teacher can give more individual instruction. In the city the classes are sometimes so large that that individual attention that some children demand cannot be given, while in the country the teacher comes in contact with the individual pupil, and can so modify the instruction to suit his wants.

Another important advantage is, that the surroundings are such that the body has a better chance for a healthy growth and development. In the city, the play-ground is restricted in limits, while on the play-ground of the country school the muscles of the body have plenty of room to stretch themselves. Here the child can run and play without fear of jostling his playmate unpleasantly, and return to his work refreshed and invigorated by the exercise. Besides having elbow room, he has also an opportunity to play in God's sunlight and to breathe the pure air of heaven, uncontaminated with the poison exhaled by a thousand chimneys. If these two blessings of Almighty God, sunlight and air, are taken pure and in proper quantities, and other right conditions of growth are observed, the body cannot but be strong and healthy.

Besides the free development of the body, there is another weighty consideration not to be overlooked, and that is the danger of moral contamination arising from association. Although the city school systems are the embodiment of the ideal in education, it must be admitted that vice of all description holds high carnival in the city itself. Every one conversant with childhood in the city, knows that among children, even of a tender age, there are adepts in vice, and by their

association they deal out death and destruction to their playmates. Some of our cities have tried to remedy the evil by abolishing the recess, but this does not help the matter, as there is danger in association at any time, and this cannot be entirely prevented. In the country school, although the pupils are by no means saints, there is not so great a danger in this associating with one another. One reason, the children do not have the same opportunity of becoming acquainted with vice; another, that the school being smaller, the teacher can keep a better watch over their associations, and by a few words of earnest counsel often win back an erring pupil to the path of rectitude.

Man's education would be very one-sided if his moral nature were left undeveloped,, and the school must do its share in this development. It may be argued that it is not the part of the school and the teacher in it to give instruction in morals, but that this devolves upon the church and the home. Very true, it may not be the teacher's duty to give formal instruction in morals, but it is his duty, his imperative duty, to speak a word for the Master, to implant moral truths whenever an opportunity presents itself. In the city, this can and should be done. But the teacher cannot lead the child through nature up to nature's God as well in the city as where he can illustrate the love and justice of the Creator by pointing to his works. Grand old Bryant says that "the groves were God's first temples," and though the devoted follower of the Prince of Peace can find his Lord and Master in the noise and bustle of the crowded city, it is only in the quiet country, while holding communion with nature, that he finds "God is Love" written upon every leaf and flower. What grand texts, then, can be found here from which to teach childhood some of those moral truths that are essential to its future well-being, texts of which every country teacher should take advantage.

We thus see that the country school is not without its advantages as compared with its contemporary in the city. But, it has also not a few disadvantages—disadvantages that are a hindrance to its efficiency, and that like the ball and chain upon the limbs of a prisoner, prevent its keeping step in the march of progress.

One of the disadvantages under which the country school labors is that there is, with but very few exceptions, no course of study. When a teacher steps into a school-room to direct the education of the pupils, he is at a loss where to begin. In a well graded city school, just as soon as an instructor takes charge of a grade, she knows just where the pupils stand and where her work begins. In the country all this is different. There is nothing to guide the teacher in his work. He

cannot begin where his predecessor left off because he does not know where that is, consequently, much valuable time is lost in taking the pupil over the same ground which he has passed.

As a natural consequence, where there is no plan of work mapped out, there can be no system in the manner in which the work is done, and without a systematized manner of doing things but very little can be done effectually. For lack of system much of the learning done in our country schools is done in a hap-hazard manner. The minds of the pupils are used as lumber rooms in which the acquired knowledge is not put in its proper place, but is a confused, disordered mass of, one might almost say, rubbish. If a system of imparting knowledge were adhered to, there would be much less fruitless teaching than there is, and our country pupils would rank higher than they do.

Another hindrance to the efficiency of our country schools is the irregularity of attendance. In most of the districts pupils have to contend with distance to go, coupled with bad roads, so that in bad weather this irregularity is such that the teacher cannot do justice to all concerned.

Still another great defect of the country school is the want of permanency of teachers. This is to be deplored. Our country schools might be much better than they are were it not for this. Almost as soon as a teacher gets well acquainted with his pupils, begins to know their real wants and capabilities, he leaves, and his successor wastes much valuable time until he finds out how the land lies, when he, too, soon yields his place to some one else. Thus it goes on in the same ceaseless round of succession from year to year. Is it any wonder that the country school cannot do better work than it does?

Another serious defect of these schools is the neglect of primary work. This kind of work is sadly neglected in theory, but more so in practice. Our educators do not impress the importance of using advanced methods of instruction in the primary work of the country schools. Our educational journals do not insist that these methods be carried into these schools and adapted to the wants of the children in them. Yet it can and should be done, and is done in many parts of the country. In too many of these schools the idea prevails that a primer, slate and pencil are all that a child needs in its start on the road to knowledge. Too little heed is paid to writing and numbers, and all that the child does is to draw meaningless pictures. The sooner a greater interest is manifested in the primary work of the country schools, the better the pupils will be off that attend them.

Of man, the poet has said that he "wants but little," but this is not the case with our country schools. They need a great deal to make

them do the work they were intended to do ; and first and foremost among their wants are *better teachers*. When we say better teachers, we do not mean to say that *all* country teachers are not what they should be ; on the contrary, in many of these schools are found some of the noblest, grandest souls that are laboring for the advancement of the cause of humanity, men and women who shall one day "shine as the brightness of the firmament, and as the stars for ever and ever." We do say, however, and say it without fear of successful contradiction, that there are still too many among them who are a dead weight, a hindrance to the true progress of the schools, fossils that had better be gathered and exhibited to future generations, in some museum, as the remains of an age past and gone in the history of the race.

If our country schools, however, suffered only from the proverbial "old foggy" as teacher, matters would not be quite as bad as they are. But I fear me that more damage is done in "teaching the young idea how to shoot" by the use of *fossilized methods* than by anything else. And these methods are used by many teachers who ought to know better. We have only to step into many of our country schools and observe the recitations to be convinced of the truth of this. In primary reading the old a b c method is still in vogue, and we can hear the little folks conning over their a-b abs in the way that their fathers used to do. When it comes to reading in the higher grades, all that the pupils read is "words, words, words." In United States History, the use of the text-book as a reader is not obsolete, but in spite of all remonstrance it goes on from year to year. In arithmetic, the little folks are often too sadly neglected and must get their first idea of number as best they can. In advanced arithmetic, too much stress is laid upon "getting the answer" to the neglect of the principles involved in the operation. In writing, the child is left to help himself. If he learns to write, well and good ; if not, "allege samee" to teacher. In geography, the old question and answer method is used right along, without fear of contradiction. Reading, writing, arithmetic, geography, and a modicum of spelling, and, perhaps, grammar, comprise the average education that can be obtained in the country school ; and were this not supplemented by the education obtained from wood and field, our "country cousin" would be but poorly equipped for the battle of life.

Another need of our country schools is more apparatus for the teacher to work with. Too many of them have nothing whatever in this line, and the teacher is thus thrown upon his own ingenuity in supplying his wants in this direction. But "there's the rub." Too many of the teachers do not do anything at all in this line, and when-

ever boards of education occasionally open the public purse to supply the deficiency in part, *the teachers do not use the apparatus they get.* Is it any wonder that boards of education are sometimes a little stingy?

Another crying need of our country schools is intelligent supervision. There is nothing like unity of action. Each district is a little realm by itself and has nothing whatever to do with its neighbors. With intelligent supervision, all would be changed. There would be a union of the different districts and each would feel that it is but part of a greater whole. A course of study could be adopted, and thus the school work could be directed with some definite aim. The teachers, too, would feel the influence. No one who does his duty well would have cause to fear the visit of the superintendent, and the sooner the others are gotten out of the way the better for the honest workers. Intelligent supervision would make the teacher feel that he is observed by one who will judge his work by its merits, and reward accordingly. It would also encourage the timid but faithful teacher, for he knows that this friend, the superintendent, will stand by him no matter what may come. It would also have its influence with the pupils, as they would be brought in friendly competition with their neighbors, and each school would strive to lead in the race for excellence. In several townships of our State, this supervision has been tried and found a success. May the day speedily come when all the country schools of Ohio will receive its benefits.

Thus has been sketched, very briefly, the country school with its bright and dark sides. Although there are many who are concerned in their advancement, the burden of responsibility must fall upon the teacher. He must labor more than any other to bring these schools up to a higher plane. He must lead the pupils higher up, so that they can get a broader view. But he must not alone strive to make the children good citizens of this republic, he must do his part towards making them good subjects of the King of Kings. When the true teacher feels this great responsibility and his own incompetency to meet it, he cannot but pray with Aurora Leigh :

“Alas, long-suffering and most patient God,
Thou must be surer God to bear with us
Than to have made us! Thou aspire, aspire
From henceforth for me; Thou who hast thyself
Endured this fleshhood, knowing how as a soaked
And sucking vesture it can drag us down,
And choke us in the melancholy deep,
Sustain me, that with Thee I walk these waves,

Resisting—breathe me upward, Thou in me,
Aspiring, who art the way, the truth, the life—
That no truth henceforth seem indifferent
And no way to truth laborious.”

1788.

OHIO'S COMING CENTENNIAL.

1888.

TEACHERS OF OHIO:—You, who are now teaching history in our schools, are aware of the approaching centennial of the first permanent settlement in the “Territory Northwest of the Ohio River,” in what is now Ohio. That such an event merits a proper recognition, every one will admit. When the Ohio Archæological and Historical Society was organized in March last, that question came prominently before it. It was the opinion of those present, representing all parts of the State, that no better method of celebrating such an event could be inaugurated than by enlisting the teachers and scholars of the schools of Ohio in the movement, and on the centennial day, holding celebration exercises in every school-house in the State. This would in no wise interfere with a celebration at Marietta, where the settlement was made, and where the chief celebration will be held. By the method proposed every inhabitant of Ohio can participate in a celebration. It was deemed expedient by those connected with the schools who were present at our organization, that some preparation be made, that the children of the State might understand why we celebrate that day. Hence, it was decided that a suggestive course of reading and study of western history be recommended to the schools, to be used during the intervening time, prior to the celebration day, April 7, 1884. For that day, a pamphlet, prepared by Dr. John B. Peaslee, Superintendent of the Cincinnati Schools, will be issued, containing selections of poetry and prose, somewhat like the Arbor Day pamphlets, now so popular. This pamphlet will be ready for distribution in the winter of 1887-8, and will be sent free to every school that desires to use it.

The suggestive course of reading is now in my hands ready to print. It was carefully prepared by a committee of five prominent educators, appointed at the meeting of the State Teachers' Association, at Chautauqua, in July last. The members of this committee, John B. Peaslee, of Cincinnati, R. W. Stevenson, of Columbus, Marcellus Manly, of Galion, Alston Ellis, of Sandusky, and LeRoy D. Brown, State School Commissioner, have given the matter careful attention, and

they hope every teacher and pupil in our schools will second their efforts.

The teachers of the State have now an opportunity to direct the attention of the pupils under their charge, to the study of one of the most entertaining and instructive branches in our common school course; an opportunity that will not occur again in this generation.

The Archæological and Historical Society will be glad of your help in this part of the work, and I will cheerfully and promptly respond to all inquiries that may be made.

The society expects to issue a small, comprehensive history of Ohio early next year. This it will furnish the schools at a moderate price, and trusts that its efforts will be heartily seconded by all teachers of Ohio. I will be glad to receive suggestions concerning this work from any one who considers the matter.

I hope to receive the names and addresses of all the teachers, that I may mail them the circulars as fast as issued. It will be a great help if those who write in response to this open letter, will give me the names and addresses of all teachers of country schools in their acquaintance, care being taken to specify the township and county in which they teach.

A. A. GRAHAM, Sec'y.

Columbus, O., Dec. 1, 1885.

SCHOOL PROGRAMS.

BY J. T. H.

One important subject which has been much neglected, if not entirely overlooked, by a large majority of teachers in the ungraded schools is the necessity of a definite and uniform program. Many teachers consider the daily program of recitations a thing which may be changed at any time to suit their own convenience; and as to a daily program of study, many have never thought of such a thing, but have allowed each pupil to study any lesson at almost any time. If a program be so arranged that pupils may have a definite portion of time to study each lesson as soon as it is assigned, and a definite portion of time to look over it again before being called to recite it, they are likely to make greater advancement and be more contented with their studies than if allowed to study any lesson at any time, or neglect it, just as it may happen.

A great deal of interest is manifested by some teachers in county or township supervision, which is undoubtedly a subject of very great importance, and its most important feature seems to be uniformity in the management of the ungraded schools. How much benefit may be derived from legislation on this subject, I am not prepared to say ; but I do feel confident that the teacher who does nothing toward bringing about the desired end, before legislation is secured, will do little or nothing more than he is obliged to do, afterwards. If those who have one talent bury it in the earth, can we reasonably expect them to do better with ten talents ? If a uniform course of study depends upon legislation, a well prepared program of recitations and study certainly does not.

The question has frequently been asked at institutes and teachers' meetings, what can be done to increase the pupils' interest in their studies ? My answer to this question is, take more interest in the studies yourself. Prepare a definite program and stick to it until you can adopt a better one, and compare your program with others and see what improvement can be made upon it. Visit other schools when you have opportunity. Visit those taught by experienced and competent teachers, in order to know what plans you would best adopt ; visit those taught by inexperienced and incompetent teachers in order to know what plans you would best avoid.

Those of us who have not visited schools, and have no other means of knowing what are the plans of other teachers, can form no idea of the wide extremes to which different teachers have wandered. I visited nine schools in an adjoining county during the past autumn, the majority of them being in the same township, and in no two of them did I find the same program, and few of them bore even a slight resemblance to any of the others. Some of the teachers used thirty minutes for a recitation for which others used less than ten minutes. Some of them heard the same class recite four times each day, which others heard only once, those having the smallest number of classes hearing the fewest recitations, as a rule. The number of daily recitations in an ungraded school should be not less than twenty-four nor more than thirty-two. Many teachers of experience prefer to begin their program of recitations with the highest grade, but I think it much better to begin with the lowest, and allow the smallest pupils to spend a portion of their time after recitation in some solitary amusement which will not disturb others.

He that walketh uprightly walketh surely ; but he that perverteth his ways shall be known.

THE SYMPOSIUM.

EDITOR MONTHLY:—I have read your Symposium on The Country Schools of Ohio, by the light of thirty years experience as a teacher in those schools. In that time, I have witnessed the disappearance of the primitive log school-house, furnished with long desks against the walls, and seated with slab benches, on which the hapless urchins of that day sat dangling their feet and twisting themselves into every conceivable posture to relieve their tired limbs and aching backs. I have seen these rude uncomfortable log structures replaced with commodious and, in many instances, elegant brick buildings, furnished with the most improved school furniture, supplied with the best maps, globes, charts, dictionaries and cyclopedias, and in the same period I have seen the compensation of teachers more than doubled; but there has been no corresponding progress in school management, and methods of instruction, so that the country schools of to-day, as far as real educational advantages are concerned, are but little superior to those of thirty years ago. That this deplorable educational torpidity exists, the writers of your symposium are agreed, and with regard to the impediments in the way of educational progress and reform, they are also agreed; and while they are not a unit with regard to the means to be employed for the removal of obstructing causes, there is sufficient unity to insure a hearty co-operation in any practical method that may be adopted. It seems to me that R. W. Stevenson uttered a fundamental truth when he said, "The people do not know that the schools can be made any better." Lead the tax payers to see that it is possible to double the efficiency of the schools without additional expenditure, and they will not only favor any reform movement having this object in view, but with their united influence they will urge it forward. Where then should the reform begin? With the people, by educating them up to the point of intelligent co-operation. Mr. Editor, this is the way we propose to begin in Montgomery: In a recent interview with our State School Commissioner we agreed to begin the agitation by having your symposium published by installments in the leading papers of the county. Will you come to our aid by sending us three copies of the November MONTHLY, so that we may be able to place a copy in the hands of each of the editors of the three leading papers of the county?

W. J. PATTERSON.

Who is he that will harm you, if ye be followers of that which is good?

MORE ABOUT DECIMAL FRACTIONS.

BY H. L. PECK.

A definition should be clear and concise ; should include every thing comprehended in the term defined and exclude all else ; and should be free from circumlocution, redundancy, and surplusage. These conditions are not always observed by text-book makers : e. g., "A unit is a single thing of any kind." This is redundant, and it is doubted whether "a single thing of any kind" is clearer than the term "unit." "A unit is one" tells the whole story in language a child six years old can understand. "Numeration is the art of reading numbers." Numeration is not the art of reading numbers, but is naming the orders preparatory to reading (Olney). "A fraction is the expression of one or more of the equal parts of a unit." This is subordinating the *thing* to its *sign*—or rather, it is annihilating the thing and putting a sign in its stead. A fraction is one or more [a number—ED.] of the equal parts of a unit. For the purposes of arithmetical computation, we treat the *expression* of the fraction as if it were the fraction, well knowing meantime that it is not. So we say the sun rises in the east, knowing that it does not ; and that we "see" when we mean we perceive or understand. There are few of the old-time philosophers left who argue that the sun revolves around the earth because we *say* the sun rises in the east. "A decimal fraction is one or more of the decimal divisions of a unit" (Fish, et al.) This is confusing to a child, as the term "division" as ordinarily employed in arithmetic means a *process*, not the *result* of a process. "Fractions which arise from the decimal division, and are represented by means of the decimal point, and without the denominator, are called decimal fractions." (Olney.) Substitute "may be" for "are" in this statement, and it is true, but is faulty as a definition. All that lies between the first comma and the last one, is surplusage. Fractions may be represented by means of words. If decimal fractions can not be so represented, Fish's definition quoted above, is not only confusing, but untrue. Decimal Fractions can not be represented by means of words without expressing the denominator. The representation of a fraction by means of figures is contingent—they may or may not be so represented. A fraction is a fraction whether it is represented in figures or not. A definition which refers the characteristic of a class to a contingency, is unscientific. Fractions are not merely a few chalk-marks. They may be talked as well as written.

We assume to develop the fractional idea in the mind of the pupil by requiring him to make actual divisions of concrete units ; we require

him to name the parts his hand has produced, to exhibit and name aggregations of those parts, teach him to call them fractions, and show him how to represent those fractions by means of figures. Shall we then teach him that the *characters* employed to represent the parts he has produced are the fractions? Shall we insist that the characteristic of one kind of fractions is contingent, not only upon representing it, but upon representing it by means of *figures* only, and those figures written in one particular way? Such, indeed, is the sad estate to which we are brought, if "whose denominator is not expressed," or words to that effect, must be tacked to the definition of the term "Decimal Fractions."

To call $\frac{7}{10}$ a decimal fraction and .7 a decimal, is to make a distinction where there is no difference except the contingent one of form. Let some one read the two aloud and he will be an acute listener who can distinguish between the decimal and the decimal fraction. Surely, .7 is a fraction, and if it is also a decimal, it must be a decimal fraction.

"Express decimally" is a convenient way of saying "express without writing the denominator." So, "the sun sets in the west," is a convenient way of saying "The rotation of the earth upon its axis, from west to east, causes the sun to disappear daily in that relative direction which we call west." Honorable custom has assigned reasonably exact limits to each of these expressions, and most people know what is meant.

We call such expressions as $\frac{4}{2\frac{1}{2}}$ complex fractions; but every one knows they are not fractions. No one thinks of dividing 4 into $2\frac{1}{2}$ equal parts—no one thinks it possible. Such expressions can not even be read as fractions. They are convenient forms of indicating an operation, therefore we use them.

The language of the *Britannica* on this subject is not as exact, perhaps, as we are entitled to expect from such authority. In one place the author classifies fractions as "Vulgar Fractions, and Decimal Fractions or Decimals." In another he says, "To find the proper value of a fraction or a decimal of any denomination, multiply the fraction or the decimal, etc. As if decimals were not fractions. I confess to being unable to see the propriety of the word "proper" in the quotation.

If decimal and duodecimal fractions are species of common fractions, the classification of fractions is unscientific, in that the word "common," or "vulgar" becomes meaningless; and one class is transferable to another without change in its characteristic, but by the non-

essential attribute of a contingent form of expressing it by means of figures.

1. A fraction is one or more [a number—ED.] of the equal parts of a unit.

2. A decimal fraction is a fraction whose denominator is a power of ten.

3. A duodecimal fraction is a fraction whose denominator is a power of 12.

4. All fractions other than decimals and duodecimals are common fractions.

5. The terms "compound fraction" and "complex fraction" are terms applied to forms which do not represent fractions, but which are convenient in indicating relation, multiplication or division.

Decimal fractions may be represented, by means of figures, without expressing the denominator, the denominator being indicated by the position of the numerator with reference to the separatrix. In writing duodecimals, the denominator may be indicated by accents, thus, $7' = \frac{7}{12}$. Common fractions are represented in figures by writing the numerator above the denominator with a horizontal line between them. Decimals and duodecimals may be represented in the same way. Common fractions are sometimes represented in figures by writing the denominator at the right of the numerator with a dash between them. All fractions may be represented by written words.

No claim of originality in the preceding definitions and principles is made.

A MORNING TALK TO MY HIGH SCHOOL PUPILS.

BY C. S. COLER.

If I should hand each of you a paper on which was written this question, *Why do you desire an education?* and ask you to write an answer to it, some of you would no doubt find difficulty in expressing yourselves.

Suppose we take up some of these papers now and see how they will read.

The first says, "Because I wish to make money out of it." The second reads, "Because I desire to stand well in society." The third is *blank*. The fourth says, "Because I wish to be useful."

Well, I shall not discuss these answers further than to say that I have no doubt that education, if properly pursued, will aid very much in bringing about these ends. I think that the person who is properly

educated will do more work, and do it better and more easily than the person who is not educated. I think that the person who is properly educated will be more respected and be a more useful member of the society or community in which he lives. I think also that the person who is properly educated will find more enjoyment in life, and will, in every way, fulfill much better his mission in this life and be the better prepared for the next.

But let us examine more carefully the question we have to consider. It seems to me that one of the first objects of education is the development of

CHARACTER.

The very act of acquiring an education must from necessity develop perseverance, patience, industry, close observation, and many other traits which go to make up that which we call character, and then as the student advances, his contact with books, teachers, and other persons of learning, will afford still better opportunities for the growth and development of a firm and useful character.

This is the prime object of education, for it not only embraces what the individual is, or is to be, in himself, but also, to a great extent, what will be his success and usefulness in life.

A second object of education is

MENTAL DISCIPLINE.

By this I mean strength of mind and ability to think and decide for one's self. Mental discipline is the key that unlocks the great storehouse of knowledge that is to be found in the realm of books. It is the philosopher's stone that is able to transmute the baser elements into gold, and coin them for convenience and use.

A proper education not only leads to mental discipline, but it also makes us acquainted with the wonderful faculties of our own minds, and the best methods of using them.

Another object of education is the acquisition of

KNOWLEDGE.

There is truth in the old maxim that "Knowledge is power." And here again education forms a two-fold office. The very act of educating the mind will necessarily store it with useful information, while at the same time it increases its capacity and gives strength and inclination for greater acquisition.

But there is one more object of education which I will mention, and which, to my mind, is the highest, if not the most important of them all. It is

CULTURE.

Culture is something above and beyond education. One may be learned in language, science, or art, and yet he may not have attained to culture.

A very great scholar may be coarse, sensual, and rough in speech and manner. True culture is the natural outgrowth of a true education, and is the embodiment of all good things. It has to do with the mind and the heart and their outward expression in words and action. It has also to do with the spiritual nature and the graces, charity, kindness, benevolence, generosity, truth, honor, purity, love, all these enter into, and form a part of, its charm and its power. Character, mental discipline, attainment of knowledge, culture,—these, then, it seems to me, constitute the true object of education.

Books, lessons, teachers, school officers, and everything that pertains to school work, are only means to aid us in accomplishing this object. Let us strive to make the best of our opportunities, remembering that

“The tissue of the life to be,
We weave with colors all our own ;
And in the field of destiny,
We reap as we have sown.”

Baltimore, Md., December, 1885.

LACONICS ON MORALS.

BY JOHN E. MORRIS.

1. There is much said about morals now-a-days. It was just so when I was a boy—more said than done, however.
2. A teacher can do a good deal in the line of moral teaching—by example.
3. A teacher should not, however, keep his mouth shut about morals and depend entirely on his example. Seeing is believing, but some folks are blind.
4. When the starving lepers found food in the deserted camp of the Syrians, they were not so mean as to say nothing about it. When a teacher gets the secret of moral power, he ought to tell how he got it and how somebody else may get it.
5. A bilious teacher had better steer clear of ethics on bilious days.

6. "Keep thy heart with all diligence" is a good commandment, but "Keep thy liver from an excess of bile" will, if obeyed, bring considerable sunshine into the school-room.

7. A dyspeptic may know several moral precepts, but that's all the good it does. Teacher, when you're eating that last piece of pie or cake, think of the innocents who may have it to pay for.

8. A teacher who has kept the "wee sma' hours" has a wee sma' stock of patience. Morpheus is the children's friend in more ways than one. He is also a good assistant in the school of Ethics.

9. A certain teacher once said that some teachers were not fit to read the Bible to their pupils. I know that isn't true of any one who reads the MONTHLY.

10. The same teacher also said that a well-disciplined day-school was a better layer of foundation stones in moral structures than a poorly-governed Sunday School.

11. Why is it that some school boys will smoke on the sly while attending school, but after quitting, may be seen on the streets with pipes in their mouths?

12. It is pretty hard to keep pupils from swearing and using obscene language when some business men and lawyers and doctors do both or worse in their presence.

13. It is a difficult matter to inculcate moral sentiments on pupils whose parents fail in government.

Garrettsville, O.

THE SCHOOLS OF CALIFORNIA.

BY W. O. BAILEY.

Since my arrival in the State of California the MONTHLY, as ever, has been one of the most welcome visitors. And, thinking that possibly something of interest and profit to the readers of the MONTHLY might be said concerning the schools and school system of California, the following matter has been prepared:

Arriving in the State August 26, too late to secure a position, my time has been taken up in observing and comparing. The people of this State are very proud of their school system, and in many respects justly.

There is a State Superintendent who has under him fifty-two county superintendents. There are in the State about 2,500 school districts,

for each of which there are three trustees who employ teachers and look after the interests of the schools. The number of teachers employed in the schools is about 4,000, and the number of pupils is about 250,000.

Besides the fifty-two county superintendents, there are several city superintendents.

There are three different classes of examiners: State, city and county. The State Board grants life and educational diplomas, the latter being valid six years. The city board grants two kinds, the first is the high school certificate; of the second there are two grades, first and second, valid four and two years respectively. The county board grants two grades corresponding very closely to those of city boards.

To secure a first grade county certificate, the applicant is required to pass in about the same branches required for a life certificate in Ohio. The teacher who has had ten years of successful experience in teaching is granted a life diploma, if he holds at the time a first grade county certificate.

The county board is composed of five persons, viz. : the county superintendent, who is the secretary, and four other persons, two of whom *must* be teachers then holding first grade county certificates in full force. Thus, it may be seen, doctors and lawyers are debarred to a certain extent.

Every county is at liberty to draft its own course of study, but that course must first include the branches required by law, viz. : reading, writing, orthography, arithmetic, geography, grammar, history of the United States, elements of physiology, vocal music, elements of book-keeping, and industrial drawing. Then for their grammar schools they may add such branches as they wish. This work of preparing the course of study is done by the county board of examiners, or county board of education, as they term it.

The law requires that there be two grades of the common schools, grammar and primary. The primary grade includes the branches named above. There can be no grammar school in any district unless there are three or more pupils of that district to pursue the branches of that grade; and for a position of this kind it requires a teacher holding a first grade county certificate.

Institutes are supported about as they are in Ohio. They are limited to not less than three nor more than five days. The county superintendent is the president of the institute. It was my privilege to attend one in Placer County. Much enthusiasm was shown on the part of the teachers. One great beauty of the law relating to institutes is that *every* teacher *must* attend. The institute is held while the

schools are in progress; hence no excuse for absence. Much time was wasted at the Placer County institute by some who *persisted* in talking as did Balaam's traveling companion. But the last act of the institute was to adopt the plan of employing tried and experienced educators as instructors, and at least to go beyond their own county bounds for the material. There were many interesting and instructive papers read.

Teachers receive all the way from \$60 to \$250 per month. There is no object in getting the teacher who will teach for \$5 or \$10 per month less than some one else. The money is there for that purpose and no other.

The law tries to make teaching a profession. Much is done here for the teacher that the teachers of Ohio know not of. The State will educate him if he will but promise to serve her in the capacity of a teacher. For this purpose there is a State Normal School at San Jose, and a branch at Los Angeles.

Last winter, there was a bill before the State Legislature to pay \$25 per month or \$300 per year to all teachers who had served the State as teachers for 30 years; in other words, a sort of pension. Every thing that can be done to encourage the teacher to remain in the profession is being done. The people want experience and skill irrespective of the cost. I am sorry to say the bill was lost. But the same fight will be made this winter, and I hear from legislators themselves who opposed it last winter, that they will support it this winter. Germany, and I believe some of the South American States, do the same for their worn-out teachers. Why not the States of the United States, where so much depends upon the work of the common school teacher?

Schools I have visited do not come up to my expectations; possibly I expected too much. They do not compare at all with the city and village schools of Ohio, but are far in advance of the country schools, for which there is but little or nothing claimed. *Every* school here has its library and a constant fund for its support. So ought every school in Ohio to have its library, and they would if the libraries could only be resurrected. Mr. Davis, in the "Symposium," speaks of the way by which they may be resurrected.

The school system of Ohio wants what all successful enterprises have—a foreman, county superintendency. She would gladly accept but she is waiting for the "opportunity." The way is marked out in the "Symposium," and if the teachers of Ohio fight for all that is in it and for all that is in *them*, they will win. The action of the many

different institutes of the State point in the right direction, and school supervision in Ohio *must* come.

Fellow-teachers, that such may soon be is my greatest desire. Trusting I have wearied none, but pleased many in my weak way of telling things, I remain your fellow worker.

Auburn, Cal.

WHAT IS A DECIMAL FRACTION?

DEAR EDITOR:—Having been “on the wing” for several weeks past, I have not had the pleasure of a perusal of the November MONTHLY, but your thoughtful kindness has put the December number in my way and I have read it with great interest. It is a capital number of an excellent journal.

Has not the writer of the article on “Decimal Fractions” made the mistake of considering numerical quantities and their expression as identical? This error has been made by many good arithmeticians and the error lurks in many of their definitions. It is quite common for authors to make no distinction between numbers and the figures which express them. The fundamental rules in several arithmetics contain such statements as “add the figures in the first column,” “when a figure in the subtrahend is greater than the corresponding figure in the minuend,” etc. One author directs the pupil “to divide the figure into two equal parts.” Several authors have fallen into the error of defining the numerator of a fraction as “the figure or figures above the line,” and the denominator as “the figure or figures below the line.” Seven eighths is a fraction expressed *by words*, and it has both a numerator and a denominator. In the edition of Ray’s Arithmetic which I used over thirty years ago a fraction was defined thus: “A fraction is the expression of one or more of the equal parts of a unit.” I directed my pupils to strike out the words “the expression of,” and I was pleased to see that these words were omitted in a subsequent revision of the book. A fraction is one or more of the equal parts of a unit. It may be expressed by words or by figures, but *the expression is not the fraction*.

Both clearness and accuracy require that a distinction be made *between numerical quantities and their expression*. A number is a verity and its existence and nature do not depend on its expression. The number seven, has, for example, three common expressions, viz. *seven*, 7, and VII. Here are three expressions of *one* number—the

same number. There is no such thing as a word number, an Arabic number, and a Roman number, but the same number is expressed by the word seven, the Arabic figure 7, and the Roman letters VII. The number seven may be expressed by nearly as many words as there are different languages. The teaching of figures for numbers has been a serious error in primary instruction,—an error akin to the teaching of words as ideas. It is high time that a clear distinction be made between ideas and their signs.

Now is there such a *numerical quantity* as a decimal fraction? If so, it exists independent of its *expression*. It may be of such a nature as to admit of a peculiar and special expression, but the decimal fraction, if it exists, must be a numerical quantity—not its sign or expression.

All fractions have their origin in the division of a unit into equal parts, one or more of these equal parts being a fraction of the unit. A unit may be divided into any number of equal parts, as into halves, fourths, eighths, sixteenths, thirds, sixths, twelfths, fifths, tenths, twentieths, etc. This is the *common* mode of dividing a unit, and the resulting fraction is called a *common fraction*. A unit may also be divided into tenths, hundredths, thousandths, etc.—the unit being divided into ten equal parts, the tenths into ten equal parts, the hundredths into ten equal parts, etc. This is a *decimal division* of a unit and the resulting fraction is called a *decimal fraction*. It is thus seen that a decimal fraction is a *numerical quantity*, and as such it exists independent of its expression, as much so as any other fraction or as any other number. A fraction is one or more of the equal parts of a unit; and a *decimal fraction is one or more* [a number—ED.] *of the decimal parts of a unit*. If a decimal fraction is not one or more of the decimal parts of a unit, it has no existence as a numerical quantity. There is no decimal fraction to be defined or expressed.

It is true that a decimal fraction may be expressed *in figures* “by means of the decimal point and without the denominator expressed,” but this peculiar expression is not the decimal fraction. When a decimal fraction is expressed *in words* no decimal point is used and the denominator is expressed; as *seven tenths twenty-five hundredths, forty thousandths*, etc. Any fraction may be expressed in two modes; as three fifths and $\frac{3}{5}$ (also $\frac{3}{10}$ and 3-5); there are three modes of expressing a decimal fraction; as *seven tenths*, $\frac{7}{10}$, and .7, the last being peculiar to decimal fractions and hence being called the *decimal form*. It is to be observed that seven tenths, $\frac{7}{10}$, and .7 do not express different fractions, but the *same* fraction, and hence if the fraction expressed by .7 is a decimal fraction, the fraction expressed by seven tenths and $\frac{7}{10}$ is also a decimal fraction. It is *the one identical fraction* that is ex-

pressed by the three modes. On the contrary, $\frac{3}{4}$ and .75 do not express the *same* fraction. They express *equal* fractions, but not one fraction. The fractional part is not the same and the number of parts is not the same. The expressions seven tenths, $\frac{7}{10}$, and .7 express the same fraction, the fractional part being the same (tenths) and the number of parts (seven) being the same.

The following questions are submitted:

Was there such a numerical quantity as the decimal fraction *before* the method of expressing it "with the decimal point and without the denominator expressed" was invented? Which existed first, the decimal fraction or its peculiar decimal expression, the thing or its sign?

Do mathematicians that have no knowledge of the Arabic characters, use decimal fractions? What was the tithe of the Hebrew law?

Can a decimal fraction be expressed *in words*? If not, how can a pupil read a decimal fraction? How can a teacher dictate a decimal fraction to a pupil to express in figures?

A pupil writes on the board .75 and thinks or speaks "*seventy-five hundredths*." Is the fraction which he *thinks* or *speaks* a decimal fraction? If not, why not? He thinks or speaks what .75 denotes or expresses. Does he not? Is the expression .75 a decimal fraction and the numerical quantity thus expressed only a common fraction?

Is not a decimeter a decimal part of a meter? Do not 7 decimeters, $\frac{7}{10}$ meter, and .7 meter express the same part of a meter? If one is a decimal part, why is not each of them a decimal part? Is the nature of a decimal fraction to be determined by citing the definitions of authors? Is the nature of a mathematical quantity dependent on authors' definitions of it?

Permit me to add that the error of confounding things and their expression or language is not confined to arithmetic. A teacher of "English grammar in twelve lessons" was wont to hold up a chair, a book, a slate, etc., and, wrapping on each, say, "*this is a noun*." He called attention to male objects and cried out, "These are of the masculine gender," and to female objects, saying, "These are of the feminine gender." Addressing the class, he would say, "I am the first person, you (pointing to the members of the class) are the second person, and Smith (in the corner) of whom I am speaking, is the third person." Here the mistake was in confounding the attributes of things and the properties of the words which express them.

There is a clear and wide distinction between an object and its name, between sex and gender, etc., and there is as clear and wide a distinction between an arithmetical quantity and its expression. If the decimal point is an essential part of a decimal fraction, the decimal

fraction can only exist on blackboard, slate, or paper, or other material substance. It has no existence in the mind or in fact. It only exists *in the eye* and here plays a sort of "now-I-am-and-now-I-am-not" game. It will be time to determine whether the decimal fraction is subordinate to or co-ordinate with the common fraction, when we determine whether a decimal fraction is a real numerical quantity. If it be only sensible characters, it is difficult to see how it can be either subordinate to or co-ordinate with a non-sensible numerical quantity.

December 14, 1885.

E. E. WHITE.

NOTES AND QUERIES.

RESULTS ON PAPER.

DEAR EDITOR :—One contributor to the symposium, p. 525, says, "And while we received flattering encomiums on our graded school work, as exhibited, not a manuscript nor an item was sent there [to the Centennial exposition] from any country school in Ohio."

Formally stated, I suppose the argument is,

1. All good schools exhibit beautiful manuscripts at Expositions.
2. The Schools of A. exhibit no manuscripts, beautiful or otherwise, at Expositions.
3. ∴ The schools of A. are not good schools.

Such logic would cause even Macaulay's "school boy" to smile. Lewis Miller, of Akron, once said in a letter to me, "Most of the improvements and inventions in the line of reapers have been made by farmer boys." I believe there were some reapers on exhibition at the Centennial, and I believe also, that some of them were marked 100 percent—beg pardon—I mean "received flattering encomiums," together with an occasional diploma. Of course this does not prove that the country schools were the prime factor in producing the reaper; but it is as near doing so as the absence of fine manuscripts at that great World's Fair is to proving their inefficiency. A school may produce many excellent results that can not be bound in volumes and paraded at an Exposition. I am in full and hearty sympathy with the spirit of the Symposium; but I confess to little faith in paper exhibits as a means of estimating the worth of a system of schools. Do not understand me as saying that no good things can be done upon paper, but that all the good things combined which can be done upon paper do not afford a just basis upon which to found a final judgment as to the efficiency of a school.

H.

SCIENTIFIC CARD-PLAYING.

Do not be disturbed, my editorial friend, by the wicked heading of this squib. I merely wish to make a remark or two and ask a question.

I have always been skeptical as to the practicability of playing geography and history into children by means of fifty-two cards covered with statistics. I tried it in history on a couple of children in whom I am somewhat interested. A little practice enabled them to call for the desired card by calling its number, together with a catch-word or two at its head, and "subsequent proceedings (in history) interested them"—very little. As a means of sugar-coating history for them those cards were a failure. I flatter myself, however, the cards did good service for them in another direction. I am confident they have no "hankering" after progressive euchre—whatever that may be.

But here in my *Popular Science Monthly* I see a notice of "Zo-ologic Whist and Zoonomia," and this scientist, like the Irishman who argued that if a certain pattern of stove would, as advertised, save half the fuel, two would save the whole of it, seems to think that if 52 cards will save half the labor of learning history, 104 will save all the labor of learning zoology, and so offers us two packs. As a labor-saving machine in learning the science in question, I doubt not the cards will prove a success, if tried, for I am confident no youngster would ever make an effort to learn it from them. But to my question:

What is *your* opinion of playing Science, History, Geography, Literature, *et cetera*, into children by means of games with cards? Have you tried it, or seen it tried? Are not children already sufficiently inclined to play with their work? Am I on the border-land of old-fogyism in this?

H. L.

We believe thoroughly in the sentiment of the old copy we used to write when a boy at school: "There is no excellence without great labor." And we believe with Superintendent Dowd that "you cannot 'play' an education into any child." Work is not play and cannot, to any great extent, be made to seem so. Play is pastime, sport, amusement; work is labor, toil, tiresome effort. Study is work rather than play.

The games referred to may have value for amusement and recreation; but as a dependence for acquiring history or any branch of science they are a delusion and a snare. If the sentiments expressed by H. L. indicate a residence "on the border land of old-fogyism," he may comfort himself with the thought that he dwells with the wise and prudent.—Ed.

THE "GRAMMATICAL DILEMMA."

W. says "Tell the boy that 'that which does something is the subject.'" I tried that on the sentence "The boy was kicked by the horse." It did not work well.

H.

THE SYMPOSIUM.

I am glad that the Symposium is being pretty generally copied by the press. We are all in sympathy with the movement and believe that township supervision is the panacea for many of the ills of our school system. The reasons and arguments for the measure are so obvious as to admit of no excuse for longer delay. Keep the ball rolling.

D. N. CROSS.

New Madison, Ohio.

THE PRESIDENT'S MESSAGE.

DEAR EDITOR :—I have just been reading the President's Message. I find much in it to commend. I like the general tone of it from beginning to end. I marked several paragraphs in it for future study. I have supposed the President to be a bachelor. I shall at once ascertain whether I have been mistaken in that supposition.

In this connection permit me to call your attention to what he says, when discussing Polygamy, of the influence of "Wife and Children" upon a man in making him a good citizen. "The fathers of our families are the best citizens of the Republic. Wife and children are the sources of patriotism, and conjugal and parental affection beget devotion to the country. The man, who * * * * is surrounded in his single home with his wife and children, has a stake in the country which inspires him with respect for its laws, and courage for its defense."

I would suppose that to be the language of a fond father and an affectionate husband.

All through the message he appears to me to breathe the tone of submission to, and obedience of, the laws of our land; and yet, after making this admission, I must call your attention to a paragraph, in which he seems to me to set at defiance some of the most wholesome of the laws of Lindley Murray.

Please to refer to what he says under the heading of "Post Office Department." In the second sentence of the second paragraph, he says, * * * * *, "and it would have been unjust and unwise to have given to some," etc.

Dull as I am, I can understand what he means when he says, "It would have been unjust and unwise." The time is, I think, sufficiently definite; but when he adds, "to have given," I find myself entirely unable to determine to what portion of the then "indefinite-past time" it is, to which he refers; and Lindley Murray, I think, refuses to help me out of my dilemma.

Again, when he discusses the Disposal of the Public Lands, he commences with a "compound declarative close sentence," if I understand Prof. Mandeville aright, which closes with the word "individual."

The next sentence, by the teaching of the same author, I should call a compound, declarative, single compact sentence; the correlative words being, "because, therefore,"—"understood;" their place being supplied by the single word, "hence;" but he has permitted that sentence to be punctuated as though it were five declarative sentences. Can it be that he has any hope of securing a "Third Term;" even if he should live through a first, and a second term?

If he should, notwithstanding Murray and Mandeville, aspire to a third term, I shall hardly be here to aid you younger men in deciding whether he may then continue to occupy the White House or not.

Accept the kind wishes of your friend,

CHARLES S. ROYCE.

GOOD WORDS.

The MONTHLY is one of the most welcome educational visitors that I receive. Were I to begin to enumerate its virtues, I should not find an end until I had gone through all of its various departments. Some one has said:

"If you have a friend worth having,
Love him. Aye, and let him know
That you love him, e'er life's evening
Tinge his brow with sunset glow."

The MONTHLY, in my opinion, is in every respect deserving of the love and support of every teacher.

G. E. STOKES.

Roseville, S. C.

The MONTHLY, in many of the essentials, is one of the best school journals published. It has always behaved well, but it is only the plain, unvarnished truth to say that it grows in strength and beauty with its years.

H. S. JONES.

Erie, Pa.

Our MONTHLY is a very regular and welcome visitor. I am at a loss to know how any progressive, wide-awake teacher can afford to be without it.

L. A. BOOKWALTER.

Trotwood, O.

I assure you that my opinion of the MONTHLY has been traveling upward rapidly ever since you became proprietor thereof; it has the happy faculty of being conservative over the *good* past and radical over the quickest means of exterminating "hoary-headed errors."

Waverly, Ohio.

F. H. DEWART.

Of course these expressions of affection and regard from members of the MONTHLY family are not for ears or eyes profane. They are all within the family. If they should reach the outside world it will be the result of eaves-dropping.—ED.

ANSWERS.

Q. 2, p. 462.—Is the solution as given on page 506, October number, correct?

$$10 : 11 :: 90 : 99.$$

Do the conditions of a true proportion exist in the above statement?

R. P. M.

The query is as follows: If an article had cost me 10 percent less, my percent of gain would have been 11 more: what was my percent of gain or loss? It is now up for a new hearing. S. W. J. and W. J. Patterson have the floor first; after them the question is open.—ED.

Q. 2, p. 554.—There are various ways in which one division of little folks may be employed while the other division is engaging the attention of the teacher. They should be taught to write as soon as they enter school, and a part of their time can be employed in copying letters from the board. They should be given various objects, such as colored splints, shoe-pegs, wooden tooth-picks, etc., with which they can form many letters and amuse themselves by making houses, crosses, rakes and many other objects. Another interesting and quite profitable employment is to give each child a number of words printed on heavy paper. They enjoy finding their last new word, and are greatly delighted by trying to see who can find the most words they have learned. They can be sent to the blackboard to write letters, or, what pleases them better, "make what you please." If not given erasers they make no dust and very little noise. If a table can be procured and their word cards and other objects placed upon it, and a few children at a time be permitted to stand around it and do the same work those at their seats do, it gives variety. They can go in divisions, and it is seldom any one forgets when his turn comes.

Lectonia, O.

PRIMARY TEACHER.

Q. 3, p. 554.—We find it works well to put the "bright pupils" in the same class. A teamster would put the fast horses in the same team, and the slow ones in another team. A teacher can give the "bright children" extra work. It is the slow, dull pupils that require the most attention.

J. W. JONES.

It would not do to carry this too far. The bright pupils act as a spur to the dull ones, and the dull ones sometimes serve a good purpose in giving steadiness of gate to the bright ones.—ED.

Be sure that their work is well done ; then interest them in something else. The teacher's tact must determine what that something is to be. It may be supplementary reading, or work in advance of the regular lesson. In primary grades it may be making a map of the school grounds, ward, city, township or county, depending largely on the age and disposition of the pupil.

F. B.

Canton, O.

Q. 1, p. 603.—The instantaneous shock would be the same to each, since the momentum of each is the same ; but if the applied power of steam in both be immediately destroyed by the collision the subsequent and aggregate shock would be greater to the locomotive running up grade, because the constant force of gravitation would operate to lessen its momentum and to sustain the momentum of the down grade locomotive. The locomotive most suddenly stopped would evidently receive the greater shock. If it were possible to construct inelastic locomotives incapable of injury to themselves or their motive power, two such locomotives would receive equal shocks, would stop instantly and remain stationary, each being acted upon by equal forces in opposite directions.

A. B. W.

Sylvania, O.

The lighter one ; because, as, with a given velocity, energy varies as the mass (weight), the heavier has the greater energy, and consequently gives to the lighter the greater shock.

T. D. O.

"The momentum of a body is its quantity of motion." Its measure is the product of the numbers representing the mass and velocity. Hence, taking for granted that the weight of each locomotive is the same, as their velocity is the same their momenta is the same. Therefore, each receives the same shock.

A. A. PRENTICE.

Mineral Ridge, O.

Q. 2, p. 603.—I incline to the belief that the point is well taken ; for, in absence of any system of school inspection, by which teachers could be graded on the actual work of the school-room, examinations furnish about the only stimulus that will induce a certain class of crystallized pedagogical specimens to seek higher attainments.

T. D. O.

For some *so-called teachers*, yes. For the *true teacher*, no.

E. S. .L

It would seem both just and wise to grant long-time certificates to teachers worthy of them.

The yearly cramming of the teacher in anxious solicitude as to the result of his approaching examination is of doubtful utility in securing

ripe scholarship or the most approved teaching ability. But of course a teacher has no right to a long-time certificate until by scholarship and ability, he has shown himself worthy of it. When these conditions are met the long-time certificate should not be withheld from fear that the teacher may degenerate.

A. B. W.

Sylvania, Ohio.

A. D. Foster, West Union, Ohio, and L. W. Woodring agree with A. B. W.—Ed.

Q. 3, p. 603.—I believe it is wise to hold monthly examinations in school, and to have them written. As the artisan applies the level, the square, or the calipers, to guide him in succeeding stages of his work, so the teacher needs to apply the test, in order to see what points chiefly need his attention in future work. I find that, with my seventeen daily recitations, nearly half of which are in the higher branches, I cannot, in my daily work, as surely and definitely find my pupils' weak points, as by written examinations, which serve, also, as revelations to the pupils themselves. Moreover, written examinations are valuable as language lessons; for not only does the pupil have to clothe his thoughts in words, but he knows, also, that there is a premium set on purity, propriety, precision, clearness, etc. Another, and a very important consideration in written examinations is that they afford excellent practice in the getting up of presentable manuscripts. Indeed, it has been a source of much satisfaction to me to note the decided improvement made by pupils in this respect.

T. D. O.

Yes, provided the examinations are fair and reasonable, exactly adapted to the scholar's age and attainments, and to what he may be reasonably expected to do. No better mode of watching a scholar's methods of study, his clearness of English, or his process of reasoning than by frequent examinations. I think it should be the object of a teacher to become familiar with his pupils' style of composition, and carefully constructed questions in arithmetic or history will attain this end.

V. N. S.

We think it wise to hold monthly examinations in school to give the pupils power to pass an examination, and express themselves; but we don't think it wise to determine their standing or fitness for promotion in this way only.

W. L. S.

It may be wise to hold monthly examinations in simple and brief review of the more important points and principles passed over during the month. John M. Gregory, LL. D., says, "Count reviews as always in order." May not these monthly examinations sometimes be wisely used, instead of the daily marking of each recitation, to deter-

ine the standing and progress of pupils in their studies, thus giving the teacher more freedom and animation before his class? A. B. W.

Sylvania, O.

In addition to the foregoing, M. V. and L. W. W. favor monthly examinations. A. A. Prentice, E. S. L., G. R. and H. disapprove of them. We think much depends upon the manner of conducting them and the use to which they are put.—ED.

Q. 4, p. 604.—When there are more accents than one, the parts of the compound word are generally connected with the hyphen. When there is but one accent in the compound, the hyphen is commonly omitted. But in those compounds which are merely temporary, the hyphen is used to separate the parts.

W. H. GREGG.

Mt. Zion, O.

As there are so many exceptions to the leading rules, I shall refer E. E. S. to Wilson's Treatise on Punctuation, pp. 208-228, where he will find a thorough discussion of the subject.

E. S. L.

Those given in Bigelow's Hand-book of Punctuation are more satisfactory to me than any others I have, and I have numerous works on the subject, including Wilson's.

T. D. O.

Q. 5, p. 603.—"Celestial Empire, China, so called because the first Emperors were all 'celestial deities;' " as, Puon-Ku ('highest eternity'); Tien Hoang ('Emperor of heaven'); Gine-Hoang ('Emperor of men'), etc., embracing a period of 300,000 years previous to To-hi, whose reign is placed B. C. 2953-2838."—See Brewer's Reader's Hand-book.

H.

To the same effect, L. R., A. B. W., G. R., A. M. M. and A. A. Prentice.

Q. 6, p. 603.—The lands of Stark County form part of the survey known as the Northern Addition to the Seven Ranges. Townships in ranges 6 and 7, including the eastern portion of the county, are numbered in regular order northward from the Ohio River, to parallel 41°, which parallel forms part of the northern boundary of the county. Townships in ranges 8, 9 and 10, covering the remainder of the county, are numbered as before from the Ohio River northward in regular order to the parallel 40°; then stepping over a tract commonly known as the U. S. Military Lands, included between parallel 40° and the Greenville Treaty Line, the consecutive numbers are again resumed and continued to the first mentioned parallel, ranges being numbered westward from Pennsylvania line.

(NOTE.—No. 1 in the query should be 13.)

Columbus, Ohio.

S. A. LIEUELLEN.

Q. 7, p. 604.—Consider the point at which the ladders meet as the center of a circle. The angle then being 45° ($\frac{1}{8}$ of 360°), the base, or the distance between the feet of the ladders, will be the side of a regular inscribed octagon. The problem thus resolves itself into a search for a formula expressing the relation between the radius of a circle and the side of an inscribed octagon. By drawing the figure, with the circumscribed circle, it will readily be seen that a line drawn from the base of one of the ladders, perpendicular to the other ladder, will be half the side of an inscribed square. But the side of an inscribed square is to the radius as $\sqrt{2}$ is to 1. Hence, in terms of the radius, the perpendicular mentioned is $\frac{1}{2}\sqrt{2}$. The problem is now a simple application of the rule for finding one side of a right angled triangle, the other two sides given, the distance between the ladders being the hypotenuse. By this we find that the side of an octagon inscribed in a circle (distance between the ladders) is to the radius (length of each ladder) as $\sqrt{2 - \sqrt{2}}$ is to 1; or, $20 : x :: \sqrt{2 - \sqrt{2}} : 1$; $x = 26.13$.

This neat little problem has called forth a large number of solutions, the main features of several of which are embodied in the above—more nearly that of Prof. E. S. Loomis, of Baldwin University, than any other. The same result as above was obtained by W. J. Beyerly, J. W. Jones, Geo Rossiter, A. B. West, W. C. B. and John P. Kuhn.

Mr. Kuhn gives the following very simple rule, which will apply to all such cases, the angle at the top being 45° :

Multiply the distance between the bases by 1.3065. Formula:

$$x = a \sqrt{1 + \frac{1}{2}\sqrt{2}}.$$

Five other contributors get 14.14 for the answer, one gets $16\frac{2}{3}$, and another gets 30.

Q. 8, p. 604.—Let x = perpendicular, $100 - x$ = hypotenuse. Then $(100 - x)^2 - (x)^2 = (50)^2$. From which $x = 37.5$, and $100 - x = 62.5$.
 S. M. T.

Rule.—To the square of the height of the tree add the square of the distance the top strikes the ground from the base, and divide the sum by twice the height of the tree; the quotient will be the length of the part which falls.
 D. N. C.

Correct answers by Ed. Jackson, John P. Kuhn, S. P. Merrill, Jonas Cook, J. W. Jones, W. C. Boyd, Geo. Rossiter, W. H. Gregg, W. J. Beyerly, N. R. Kelbly, James S. Brown, Richard F. Beausay, A. D. Foster, S. A. Lieuellen, L. W. W., F. B., G. E. S., A. L. M., M. V., L. A. B., H. W., E. S. L. and A. B. W.—ED.

Q. 9, p. 604.—In value there is no difference.

L. R.

I am of the opinion that the period (.) as placed before the first fraction, has no effect upon its value; in substance, the difference between $\frac{1}{2}$ and $.0\frac{1}{2}$ is $\frac{1}{2} - \frac{1}{20} = \frac{9}{20}$. D. N. C.

$\frac{1}{2} = .5$ and $.0\frac{1}{2} = .05$. E. S. L.

The difference between $\frac{1}{2}$ and $.0\frac{1}{2}$ is $.045$. H.

$\frac{1}{2} = .05$, and $.0\frac{1}{2} = .005$. L. W. W.

The difference is that the former is the incorrect way of writing the expression, and the latter is the correct way. T. D. O.

$\frac{1}{2} = .5$, and $.0\frac{1}{2} = .05$. The difference is $.45$.

R. E. McKISSON.

The difference between the two expressions $\frac{1}{2}$ and $.0\frac{1}{2}$ really is that the latter is correctly expressed, and the former, incorrectly. If the expression $\frac{1}{2}$ were allowable at all, it would represent the same value as $.0\frac{1}{2}$, that is $\frac{1}{2}$ of $\frac{1}{20}$ or $.05$. But to allow $\frac{1}{2}$ as a proper arithmetical expression would be in violation of common practice and would form an exception to the accepted principle that "the removal of a decimal figure one place to the right decreases its value ten fold."

A. B. W.

Other answers to the same effect as some of the above have been received. For the present, we leave our readers to their own choice.—ED.

Q. 10, p. 604.—Last winter, when the writer was in New Orleans, he found the old State-house in that city, used as a hotel, called "The Royal." The capital was at Baton Rouge. Twice has the noble building been used as a *capitol*, and the second time it is used as a hotel.

S. P. MERRILL.

Bismark is the capital of Dakota. See American Almanac for 1885.

A. L. M.

Q. 11, p. 604.—"It" objective subject of "to be," and "James" objective predicate.

D. W. A.

"It" is the pronoun of the neuter gender, but is often used in cases where there is scarcely a possibility of assigning any precise antecedent. This vagueness explains the use of the pronoun in violation of the concords of gender and number. In the sentence given "it" is used for "the one," "the person," and is subject objective to the infinitive. "James" is in the same case, after "to be." A. M. M.

Q. 12, p. 604.—"Than" is a conjunction, used to introduce the clause of comparison, "he can use," after the adjective "more."

G. E. STOKES.

"Than" is a conjunction. The second term of the comparison is "those," or "the books." The sentence, in full, is, "He has more books than [the books] which he can use." "Than" was formerly "then," an adverb. For example: "He is stronger *than* you" is, in full, "he is stronger; *then* (*next, in a lower degree*) strong are you.

A. M. M.

Than is a simple relative pronoun used instead of *which* because it follows the word "more," its antecedent is "books," it is neu. gen., 3rd per., plu. num., to agree with its antecedent; it is in the objective case, object of the verb "can use."

I believe the word *than* has as good right to be called a relative pronoun when used as such after *more*, as *as* has, after the words *such*, *many* and *same*. We *could* call "than" a conjunction after supplying a long and rather awkward ellipsis; but I will risk criticism, and call "than" a relative pronoun.

J. P. KUHN.

New Philadelphia, O.

We like Mr. Kuhn's way of disposing of this word. The construction is clearly analogous to that cited, in which *as* follows *such*, *many* and *same*.—ED.

Q. 13, p. 604.—"Likely" is an adjective, modifying "consequences." "To ensue," an adverbial modifier of "likely."

Ironton, O.

J. B. NORRIS.

"Likely" is an adjective modifying "consequences." "To ensue" is an infinitive depending upon "likely." It ought to be called, probably, an adverbial adjunct. When an adjective seems to govern an infinitive like a verb, this is because of its close alliance to some verb, and illustrates the great freedom that our language allows in substituting one part of speech for another.

A. M. M.

"Likely to ensue" has the force of an adjective phrase, modifying "consequences."

V. H. S.

The contributions to this department this month are above average in quality and unusually abundant. We regret that our space permits us to print only a tithe of what has been received. We have not in all cases used what we deemed the best, but have endeavored to give all, or nearly all, a hearing in some form.—ED.

QUERIES.

Answers should be received as early as the *fifteenth* of the month. Be as definite and concise as possible. Use no unnecessary words.—ED.

1. Has there ever been a method devised to prevent whispering in school? If so, tell us what it is.

W. L. S.

2. What does experience teach in regard to the promotion of pupils at other times than the regular yearly examinations? F. H. D.

3. What can experienced teachers recommend as healthful and appropriate means of physical culture—chiefly for the play-ground, for girls as well as boys? F. H. D.

4. What differences in climate between the South Temperate Zone and the North Temperate Zone, and how accounted for? H. W.

5. What explanation can be given of the two dates (1320 and 1491) of the Exodus of the Hebrews, as given in Swinton's Outlines of the World's History? F. H. D.

6. Did Roger Williams *purchase* from Massasoit the tract of land on the Seekonk River, or was it given him by that chief? See Anderson's History, Eclectic History, and Lossing's late History.

A. C.

7. In a certain boat-race A can beat B by 80 yds. ; but the day being foggy, A rows at $\frac{3}{4}$ of his usual rate, and B at $\frac{9}{10}$ of his, when A beats B by only 26 yards. Find the length of the course.

G. E. S.

8. A strip 90 ft. wide has been plowed around a square field. If half the field is yet unplowed, what is the area of the field?

W. T. H.

9. Two boys, John and Henry, start from the same point. John goes due north at the rate of 3 rods per minute ; and Henry goes due east at the rate of 4 rods per minute for 5 minutes ; then he turns and takes a straight course so as to catch John as soon as possible. How far does John go before Henry catches him? Can this be solved by arithmetic?

S. L. GRANGER.

10. The knife is worth a dollar. Parse "worth" and "dollar."

G. E. S.

11. Are both the expressions, "if I was" and "if I were" correct? If so, under what circumstances should each be used?

S. H. D.

12. Good mothers for the children *insures* good citizens for the state. Is this sentence grammatically correct?

A. C. R.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

PUBLIC LIBRARIES AND PUBLIC SCHOOLS.

The Library Journal contains a valuable report on the reading of young people, made to the Conference of Librarians, at Lake George, in September last. The writer of the report, Miss Hannah P. James, librarian of the Newton Free Library, sent circulars to the principal public libraries of the United States, requesting information concerning the relation of the libraries to the schools; their methods of influencing the young people in their selection of books for home reading; and whether special lists of books had been prepared for the young. The responses to this circular have been condensed and embodied in the report, and they reveal a very encouraging increase of interest in this good work. The complaint of the librarians is that the chief obstacle they meet is indifference on the part of the teachers, arising in many cases from ignorance of the great aid the library is capable of rendering them in their work. The report says: "The teachers do not know how much life and interest they could awaken in their scholars by illustrating and enlivening their studies with well-chosen books from the public library; and they do not at all realize how great their influence might be in assisting them in a right choice of books for home reading, and so, in great measure, in the thought and conduct of their after life."

This is a serious charge, but it cannot be denied; it is at least measurably true. Teachers are only beginning to wake up to their privileges and responsibilities in this direction. For want of knowledge and appreciation, the teachers of Ohio threw away a grand opportunity a quarter of a century ago. The legislature established a library in every school-district, and provided for its maintenance and increase. But the whole enterprise failed, mainly because the teachers did not appreciate the value of these libraries and did not know how to use them. Such advantages would be turned to better account now, even though the librarians justly complain of the indifference of the great majority of teachers of this day.

We have thought it worth while to quote from some of these librarians, in the hope of directing the attention of our readers more strongly to this subject and informing them of the efforts put forth in some localities.

MISS AGNES HILLS, *Bridgeport, Conn.*: "Our library has no official connection with the schools, but is actively used by teachers and pupils. Children are sent for information bearing on their daily lessons. Many teachers superintend the reading of their pupils. I am always 'at home' to the children, and think they know we are glad to help them. We make it a rule never to 'lecture' them when they demand unsuitable literature, but instead offer them the best and brightest specimens of healthy literature at our command. I post manuscript lists of books suitable for children, every week. In these I do not confine myself to juvenile books but try to induce them to read works, or portions of works, of standard authors."

W. F. POOLE, *Chicago, Ill.*: "The joint rules of the library board and board of education, under which principals can draw books for the use of their pupils in the study of special subjects, have been so modified as to enable teachers to draw books for their classes under the same condition. One high and fourteen grammar schools have drawn books under the rule, and 417 books borrowed have been carefully used and promptly returned. Other principals have expressed the intention of taking books, but have not done so. Many have not sufficiently appreciated the benefits which a more zealous interest in, and a larger use of, the library would be to their pupils. It is intended the coming year to promote a more general interest in the subject. The work of bringing the pupils in contact with books, and giving them some knowledge of their use, must be done by the teachers themselves. The Public Library and its officers can do little more than give the teachers facilities for the work. Some labor, indeed, is required, and intelligence needed in carrying it on; but it is work which will be of the greatest advantage to the pupils in helping them to continue their self-education by means of books after they leave the school."

MISS MARY A. JENKINS, *Boston, Mass.*: "We are connected with the public schools, first and mainly, through the children themselves, and in a secondary and more limited way, through the teachers."

The plan of supplementary reading arranged for the upper grammar classes, several years since, by Dr. Mellen Chamberlain, our Librarian in Chief, and for which he has personally supplied the sets of books used, is steadily pursued by many of our schools, and there is an attempt on the part of the school committee to supply the increasing demand from the teachers for additional sets of books to enable them to continue or adopt the plan which has proved so beneficial. The sets in use from the library include historical biography, poetry, and fiction, and the plan is as follows: each scholar is provided with a copy of the book to be used, and a certain portion assigned for home reading for both pupils and teacher; if the reading is poetry a certain portion is to be memorized; the book is not to be used at the recitation. The class is required to give, first, the substance of what they have read, and additions and corrections are called for, or suggested by teacher and pupils, until the whole is fairly reproduced. Then attention is called to the meaning and the dominant idea or ideas by which it is expressed, followed by criticisms of each other's language and interpretations; skilfully conducted, it becomes a lesson in rhetoric, logic, and memorizing; it compels almost perfect attention from teacher and pupils; every one is alert and in training. The first lessons may be halting and timorous, but soon an increase of mental strength is felt in the eagerness expressed for the lesson, and each succeeding one shows the advance in power and choice of language, in clearness of comprehension, in fertility of ideas, in mental balance; while careful consideration of the construction of the story, the delineation of characters, the fitness of their words and actions, and of the naturalness and congruity of the whole, induce, stimulate, and strengthen habits and powers of criticism, and elevate taste in the selection of all future reading. The teachers say that the hour for this recitation is always too short, and that the beneficial effects are felt in other recitations. The pupils, thus taught the importance and true significance of reading, are careful and discriminating in their after choice of books, making them a profit and delight; such, after several years' experience, is the testimony of pupils, teachers and librarians."

MISS H. P. JAMES, *Newton, Mass.*: "I propose this autumn to visit every grammar school in the city, and talk with the teachers upon the subject of influencing the home reading of their pupils, at the same time supplying each teacher with a number of application slips to distribute to those pupils who would like to take books, and asking them to promise assistance in making suitable selections. Later I hope to have a meeting of the superintendent and all the teachers at the library, for consultation, and thus bring the matter persistently before them."

MRS. F. D. JERMAIN, *Toledo, O.*: "There is a very close relation between the schools and the library. Our teachers take up the subjects topically,—as history, biography, science, etc.,—sending pupils to the library for various works on subjects under consideration, some of which, as the encyclopedias, etc., are studied here, while others are carried away for further reference. Many of the teachers send me lists of subjects beforehand, so that I can make the best selections for studies. Our reference work is very important, and developing in *all* directions. For aid in home reading the lists of Miss Hewins, Mr. Larned, and Miss Bean are at hand for constant reference, and are suggested as helps to young readers. I shall prepare a classified list of books soon, much fuller than those referred to. I would like further to say that I try to encourage in every way the habit in the young of coming to the library, hoping that, when the work of the school is over, the work of the library may go on indefinitely."

MRS. M. A. SANDERS, *Pawtucket, R. I.*: "Each teacher may take six books for use in his school; it is understood that we are always ready to assist them in their work. We request teachers to send us in advance lists of subjects to be considered, thus gaining time for ourselves and the scholars. This work is not confined to the higher grades; it would be a matter of surprise to one unaccustomed to it to see the number of scholars of all ages who daily frequent the library in search of aids for real work on given subjects; many of these are too young to know the use of reference-books, but very readily take notes with a little assistance. We have their confidence, and they ask for help unhesitatingly."

MISS SARAH C. HAGAR, *Burlington, Vt.*: "The influence of the public-school teachers is our great help in directing the reading of the children. The pupils come to us for aid upon subjects given out in school. Encyclopedias, reviews, histories, books of travel, are consulted in the hall or taken home for study. Shabbily-dressed children are eager for histories and travels, influenced, I know, by their teachers. The library provides a number of books for each school for use by the teachers, and for circulation among the pupils; more than a hundred volumes having just been bought for this purpose."

The writer of the report thus summarizes the suggestions of the librarians:

First. The librarians should confer *personally* with the teachers, and convince them that they are both willing and able to assist them greatly in their work.

Second. The teacher should be allowed to take any suitable number of books for use in school work.

Third. The teacher should be supplied with registration slips to distribute among those pupils who desire to take books, thus bringing the subject directly to their notice.

Fourth. The teachers should be induced to inform the librarian as to the courses of study to be pursued, in order that lists of useful and interesting books may be made for the use of the schools.

Fifth. The lists can be printed and distributed among the pupils, or posted in the library and schools.

Sixth. Lists of juvenile reading arranged in attractive *general* courses can be posted in the library and printed in the newspapers.

Seventh. Collections of wholesome books can be sent to the schools com-

posed of children of the poorest classes, and allowed to be read after the tasks are over.

Eighth. Lists of books in connection with courses of lectures can be published in the papers.

Ninth. Offers to supervise the reading of the young can be made if authority to do so is given by parents.

Tenth. If possible, the number of books allowed to school-children should be limited to one, or at least two, a week."

THE READING CIRCLE ENLARGING.

It is not at all probable that Mrs. Williams, the worthy president of the Ohio Teachers' Reading Circle, foresaw how great a fire she was kindling, when, at the meeting of the Ohio Teachers' Association, at Niagara, in 1882, she modestly suggested the adoption of some scheme or plan of reading for Ohio teachers. The movement quickly spread all over the State, and has now extended to nearly half the States of the Union. Nor is it confined to this country. It has crossed our northern border and entered her Majesty's Dominion.

A recent issue of the *Educational Weekly* (Toronto) contains the official announcement of the Minister of Education, recommending a "Teachers' Reading Course," extending over three years, and embracing pedagogics, science and literature. It is estimated that *one hour a day* will be sufficient to master the whole Course in the allotted time. The Course is purely voluntary, and no examinations are contemplated. Yet county boards of examiners are authorized to make provision for the examination of teachers who agree to read the Course with this end in view, and the Department of education promises to recognize by special certificate this additional element of professional culture.

As a matter of general interest to our readers, and for purposes of comparison, we give the Course entire, as recommended by the Minister of Education, Hon. Geo. W. Ross.

TEACHERS' READING COURSE.

NOTE.—It would be well for teachers of each class to confine themselves to the Course of Professional Reading prescribed for their particular class. In the other subjects it is recommended to take one-third of the books in Science and Literature each year.

PEDAGOGICS.

Third Class Teachers.

(Two books to be taken in one year in the order given.)

1. Outlines of the Study of Man—*Hopkins*.
2. Lectures—*Fitch*.
3. Educational Reformers—*Quick*.
4. Psychology of Cognition—*Jardine*.
5. Education as a Science—*Bain*.
6. Education—*Spencer*.

These text-books are all on the Normal School Course for Second Class Teachers.

Second Class Teachers.

(Two books to be taken in one year in the order given.)

1. Systems of Education—*J. Gill.*
2. Lectures on the History of Education—*Jos. Payne.*
3. The action of Examinations—*H. Latham.*
4. School Management—*Joseph Landon.*
5. Teachers' Manual and Method of Organization—*R. Robinson.*
6. Culture Demanded by Modern Life—*E. L. Youmans.*

The text-books named are all on the Professional Course for First Class Teachers.

First Class Teachers.

1. Psychology—*Sully.*
2. Greek Education—*Mahaffy.*
3. History of Pedagogy—*Hailman.*
5. Mental Physiology—*Carpenter.*
4. Education and Educators—*Kay.*
6. The Schoolmaster—*Ascham.*

PHYSICAL SCIENCE AND NATURAL HISTORY.

(Six books to be taken in one year in the order given.)

1. The Fairy Land of Science—*Buckley.*
2. Ants, Bees and Wasps—*Sir John Lubbock.*
3. Sound Bodies or our Boys and Girls—*Blaikie.*
4. Forms of Water—*Tyndall.*
5. Physiology—*Huxley.*
6. Heat as a Mode of Motion—*Tyndall.*
7. Methods of Study in Natural History—*Agassiz.*
8. Homes without Hands—*Woods.*
9. Elements of Physical Geography—*Geikie.*
10. Physical Geography of the Sea—*Maury.*
11. The Races of Man—*Peschel.*
12. Connection of the Physical Sciences—*Somerville.*
13. Common Sense of the Exact Sciences—*Clifford.*
14. Physical Forces—*Faraday.*
15. The Sun—*Proctor.*
16. Wild Animals, their Life and Habits—*Wolf.*
17. Flowers and their Pedigrees—*Grant Allen.*
18. Health—*Corfield.*

LITERATURE AND HISTORY.

(Eight books to be taken in one year in the order given.)

1. Julius Cæsar—*Shakespeare.*
2. Every-day English—*R. G. White.*
3. Selections from Wordsworth—*Matthew Arnold.*
4. Milton and Wordsworth—*English Men of Letters.*
5. Industrial Biography—*Smiles.*
6. Short History of the English People—*Green.*
7. Montcalm and Wolfe—*Parkman.*
8. The English Constitution—*Bagehot.*

9. Macaulay's Life and Letters—*Trevelyan*.
 10. Getting on in the World—*Matthews*.
 11. Walks about Rome—*Hare*.
 12. Words and their Uses—*R. G. White*.
 13. Johnson's Chief Lives of the Poets—*Matthew Arnold*.
 14. Expansion of England—*Seeley*.
 15. Words and Places—*Taylor*.
 16. English Literature (condensed)—*Tatne*.
 17. The United Netherlands—*Motley*.
 18. Oliver Cromwell—*Carlyle*.
 19. Life of Johnson—*Boswell* (*Murray's Edition*).
 20. Language and Languages—*Farrar*.
 21. Paradise Lost—*Milton*.
 22. Life and Correspondence of Thomas Arnold—*A. P. Stanley*.
 22. In Memoriam and the Princess—*Tennyson*.
 24. Nicholas Nickleby—*Dickens*.
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The list of books prescribed by the Canadian Minister of Education, given elsewhere, seems rather long. There are two in pedagogy, six in science and eight in literature and history—sixteen in all, for each year. This is certainly more than the average teacher will be likely to do well. There is not much value, and may be positive injury, in running the eyes hastily over a large number of pages. The attentive, thoughtful perusal and review of a few good books will be far more fruitful. We trust the members of our reading circles will keep this in mind. The Board of Control evidently had this in view when the Ohio course was arranged.

The doctrine of universal education is a true democracy in the realm of mind and spirit. It is the doctrine of equal human rights in the realm of soul. It is a realm in which every human being is entitled to all the territory he can subdue and make productive. Something may come by inheritance; but only the few can acquire great wealth, and that by working hard for it.

The teacher that deals severely with whispering and other minor infractions of good order which arise from the mere flow of animal life, and ignores or treats lightly such graver offenses as rudeness, cheating, falsehood, and profanity, is not a wise character-builder. Upon his treatment of offenses, almost as much as anything else, depends the moral tone of the school. He should deal justly and wisely.

The record of the year 1885 is made up. How does it compare with the hopes and expectations indulged and the purposes formed at the beginning of the year? May the new year upon which we are just entering be rich in blessing to every member of the MONTHLY family.

EDUCATIONAL INTELLIGENCE.

—A committee appointed at the last session of the Wyandotte County institute, has prepared a course of study for the schools of that county, covering a period of eight years.

—The Third Annual Convention of the Modern Language Association of America, will be held at Boston, Dec. 29th and 30th, 1885. The program provides for fourteen papers.

—The board of education of Sylvania township, Lucas County, has appointed a superintendent, adopted a course of study and provided reading and writing charts for each sub-district. "The good time is coming; help it on, help it on."

—*The Schoolmaster* (London) commends to scolding teachers, without note or comment, the statement of Superintendent Howland, of Chicago, to the effect that "boys love to have a scolding teacher; because then they can talk back and enjoy themselves."

—At the opening of the schools in September, scientific instruction in temperance was introduced in all the grades of the public schools of Wooster. Supt. Eversole reports that not the least opposition has been made by any person whatever; also, that the pupils are delighted with the study.

—It is estimated that there are in the United States about 5,000 public libraries of 300 volumes or more, aggregating more than 13,000,000 books, and costing annually nearly *two million dollars*. The public library has come to be considered an educational agency scarcely less important than the public school.

—The Board of Education of Clinton Township, Wayne County, has employed Supt. D. F. Mock, of Shreve, to superintend the work of instruction in the schools of that township. Gentlemen, you have shown yourselves to be sensible men by adopting township supervision and by securing a capable man to carry out your plans.

—The first Young Mens' Christian Association was organized in London in 1844; the first organization of the same kind in this country was seven years later. To-day the "International Committee" has reports from about 1,000 associations in the United States and British Provinces. Eighty-two of these own buildings and other property valued at \$4,353,000.

—The Ohio College Association holds its annual meeting at Cleveland, Dec. 28, 29 and 30. The colleges belonging to the association are, Ohio University, Western Reserve University, Kenyon College, Wittenberg College, Denison University, Marietta College, Oberlin College, Ohio Wesleyan University, Otterbein University, Buchtel College, University of Wooster, Antioch College, Ohio State University, Hiram College, Baldwin University, University of Cincinnati.

—An Englishman traveling in France writes to *The London Times* that nothing in France strikes one at the present day as more remarkable than the recent development of elementary education. No money is spared which can give to the children of the working classes sound elementary and technical instruction. Not only is the instruction free in all primary schools, in the evening science and art classes, and in the intermediate trade schools; but many

of the children of indigent parents are provided with board and lodging while in attendance at these intermediate schools.

—The Cuyahoga County Teachers' Reading Circle held its second meeting for this school year at Cleveland, Dec. 19, with the following program :

"Causes and Results of the War of 1812," W. S. Hayden, Chagrin Falls; "The Study of Etymology," W. L. Lippert, East Rockport; "Causes of the Civil War," T. D. Oviatt, Brecksville; "English in the Public Schools," C. D. Hubbell, Bedford; "Ivanhoe," Amos Dennison, Esq., Cleveland.

—The Huron Association of Teachers held a meeting at Norwalk, Dec. 19. The Hurons are a vigorous tribe, as the following program indicates :

"One of the Lake Poets," Miss N. S. McDonald, of Norwalk; "Ethics of Composition," Supt. W. H. Mitchell, of Monroeville; "The Legal Status of the Teacher," L. D. Strutton, Esq., Norwalk; "Some Tendencies of Student Life," Miss Luanna Robertson, of Bellevue; "The Pedagogue's Query," Supt. R. H. Kinnison, of Wellington.

—The next meeting of the Ottawa County teachers' association will be held at Genoa, Jan. 15 and 16, 1886. The program contains, among others, the following exercises: "Our Nation's Capital"—a lecture by Miss Nellie Moore of Defiance, on Friday evening. On Saturday, the subject of Tides will be treated by Prof. M. H. Davis, of the Toledo Business College, and Miss Belle Baker, of Elmore, will read a paper. On Saturday evening, a lecture will be delivered by Supt. A. D. Beechy, of Elmore. An interesting and profitable time is expected.

—A meeting of the North-Central Ohio Teachers' Institute was held at Crestline, Dec. 5. The attendance was unusually large and an enthusiastic interest prevailed throughout the session. Township supervision was discussed and indorsed. The regular program was as follows :

"Progress in Country Schools," by Mattie L. Blayney; "Music as an Educational Factor," by J. A. Porter; "Negotiable Instruments," by F. S. Monnette; Recitation, by Dora Chambers; "Models," by J. F. Kimerline; "Morse and the Electric Telegraph" was the subject of an evening lecture by Supt. M. Manly.

—Whittier Day was observed in the Wadsworth schools. The exercises, consisting of sketches of the life, character and writings of the Quaker Poet, and the recitation of selections and brief quotations from his poems, were full of interest. The following letter, received by Superintendent Powell, was read in each room :

"John G. Whittier thanks the superintendent of schools in Wadsworth, Ohio, for his kind letter, and is gratified to know that the schools under his charge propose to notice his birthday on the 17th of Dec. If they find any incentive to purity, truth, freedom and charity in his writings, he will not have written in vain.

Danvers, Mass., 11th mo. 4, 1885."

—The Springboro teachers' association met in Springboro, Nov. 28, 1885. A large audience was present, and the exercises were listened to with much interest by every one. The following subjects were discussed :

"Morning Exercises," by L. G. Cromer; "Clear Creek Township School Course," by J. W. McKeown; "Improvement of the Common Schools," by W. L. Shinn; "Old Time Schools," by Miss Mullen; "A Paper," by Miss Mary Corwin; "The Bible in Common Schools." The affirmative side of the last subject was discussed by A. Boxwell, Revs. Vaughn and Cleaver; negative, L. G. Cromer and J. W. McKeown.

The above subjects were well discussed, and many good thoughts advanced. The Bible question raised considerable discussion, as we anticipated.

W. L. S.

—The board of education of Marseilles township, Wyandot County, has adopted a course of study and secured the services of Mr. C. M. Lear, of the Marseilles schools, as township superintendent. "It moves."

—The Montgomery County Reading Circle is up and doing. At a meeting held Nov. 7, ten new members were received, and another meeting was held Dec. 5. John E. Barnes, of Osborn, is the secretary of the circle.

—The contest between Denver and Topeka for the next meeting of the National Educational Association is ended, with Topeka the winner. President N. A. Calkins announces that the executive committee has decided in favor of Topeka, Kansas, for the meeting, to be held July 13, 14, 15, 16, 1886.

—At a special meeting of the trustees held Nov. 20, Gen. John Eaton, of Washington, D. C., was elected President of Marietta College. He has accepted the appointment and will remove to Marietta and enter upon his new duties, as soon as relieved from the office of U. S. Commissioner of Education by the appointment of his successor.

—The *Southern Ohio Teacher*. Vol. I, No. 1. December, 1885. S. M. Taggart, Editor and Publisher, New Vienna, Ohio. A paper with the above heading has reached our table. Welcome, Brother Taggart. We're getting pretty thick, but there will be plenty of room for us all, if we can only succeed in bringing all our territory under cultivation. Set your plough-share pretty deep, Brother Taggart, and break up the fallow ground of Southern Ohio.

—The *Toledo Evening Bee* contains a severe arraignment of the school examiners of Ottawa County, written by Jonas Cook, of Genoa. It is charged that the examiners are very negligent in the performance of their duties, and make extravagant claims for services never rendered; and facts and figures are produced in support of the charges. If the condition of affairs described exists in Ottawa, or in any other county, it is high time to speak out. Such things ought not to be.

—The annual meeting of the North-Eastern Ohio Teachers' Association was held at Cleveland, Dec. 12. The program, as printed in our last issue, was fully carried out. All the papers were of a high order. Supt. C. W. Carroll was elected president for the ensuing year, and a committee was appointed to consider the propriety of holding fewer meetings each year and changing their character somewhat—this committee to report at the next regular meeting, the second Saturday in February.

This is a much more meager report than we intended to make, but our notes of the meeting have been mislaid. We are unable to recall any of the officers elected except the president.

—Friday and Saturday, Dec. 4 and 5, were high days in Toledo. A grand educational convention was held there at that time, in connection with the completion and opening of the Toledo Manual Training School building. Ex-President Hayes presided during the convention, and addresses were delivered by Prof. Felix Adler, Col. Augustus Jacobson, Prof. C. M. Woodward, and other distinguished speakers. "Manual Training and its Relation to Public Education," "Industrial Training for Girls," "Domestic Economy," and "Industrial Art," are some of the topics discussed. The occasion was one of great interest to the people of Toledo, and may be looked upon as one of the signs of the times.

—A meeting of superintendents of graded schools in Western Ohio and Eastern Indiana was held at Richmond, Ind., Nov. 5, 6 and 7. About thirty superintendents were present, among them seven from Ohio. The discussions were of an informal character, the sessions partaking largely of the nature of experience meetings. The following topics were discussed: 1. Methods of Promotion; 2. How to Promote Culture among Teachers; 3. Teachers' Meetings; 4. Examinations; 5. Gradation of Schools; 6. Duties of Janitors. Supt's Search and Klemm, of Ohio, and Irvin and Caldwell, of Indiana, were appointed a committee to prepare a program for a future meeting.

—We had occasion, two or three years ago, to make note of the fact that a score or more of Yankee girls, graduates of normal schools, had gone to South America, under a contract with the government of the Argentine Republic, to take charge of normal schools, young ladies' seminaries, etc. The report comes back that these young ladies have conducted themselves in a most exemplary manner, and are regarded with the greatest admiration by the government and by the people. The only complaint is that several of them have violated their contracts with the government, and have become the wives of prominent Argentinians. It is said that the young men in the Argentine Congress are warmly in favor of larger importations.

—From the few scant notices that appear occasionally in the MONTHLY it may seem that the Darke County teachers' association is resting upon its oars, but it is not. We had a glorious meeting at Versailles on Nov. 21, with the following program:

"How to Interest Pupils," by Miss Lillie Gentner; "The Mind," by Miss Minnie Engelken; "Geography," by Miss Libbie Denniston; "Our Country Schools," by J. H. W. Schmidt; "What the Teacher is, knows and does," by Miss Emma Wallace; "Language," by Dr. J. Ballinger; "The Study of Children," by Supt. Woodbury, of Versailles. This was interspersed with music and several recitations from pupils of the Versailles schools.

"The paper on "Our Country Schools" provoked a lengthy discussion, in which many of the visitors participated. A resolution was passed to publish it in the local paper, coupled with the request to give it as wide a circulation as possible. The association adjourned to meet at Ansonia, the third Saturday in January. S.

—We had the pleasure of attending the fifteenth annual meeting of the Eastern Ohio Teachers' Association, at Canal Dover, Friday and Saturday following Thanksgiving. The meeting was large and enthusiastic. We came home all aglow with the old schoolmaster fire, and we doubt whether one of

the three hundred teachers in attendance went away without new life and inspiration.

Superintendent Duff and his teachers had everything in readiness, and the good people of Dover entertained the whole body of teachers in their homes with a hospitality rarely equaled. The program as given in our November issue was fully carried out. We regret that want of space forbids our giving a fuller report. We hope to give at a future time at least a synopsis of two or three of the papers. Resolutions were adopted favoring the abolition of the sub-district system and the substitution of township organization, and in favor of efficient supervision of the country schools. St. Clairsville was selected as the place for the next meeting.

The following officers were chosen for the ensuing year: President, Chas. Haupt, Dennison; vice presidents, E. E. Miller, Caldwell, Miss. E. E. Taylor, Bellaire, Miss M. E. Giffin, St. Clairsville; secretary, W. R. Malone, Cambridge; treasurer, J. W. Pfeiffer, Bolivar; ex. committee, L. H. Waters, St. Clairsville, C. E. Stoaks, Coshocton, Lizzie E. Dungan, Steubenville.

PERSONAL.

—Dr. John Hancock lectured before the Peabody Institute, at Wheeling, Dec. 23 and 24.

—Supt. H. L. Peck, of Barnesville, has been engaged to do institute work in Cuyahoga County, next summer.

—Miss Carrie Fisher, a teacher in the public schools of London, Ohio, died of Bright's disease, on Saturday, November 14, 1885.

—J. W. Trendley, of Union City, Indiana, has been elected superintendent of schools at Youngstown, O., to succeed Supt. R. McMillen, resigned.

—Dr. E. E. White has been conducting a very successful winter institute campaign in Pennsylvania, the last at Clearfield, Christmas week.

—F. V. Irish has been attending institutes at Gettysburg and elsewhere in Pennsylvania. He spent Holiday week in Jackson County, Ohio.

—Supt. Thos. A. Pollok delivered an address on "Facts and Theories," before the Butler County teachers' association, at Hamilton, Dec. 12.

—George M. Osborn succeeds Aaron Grady on the Scioto County board of school examiners. Our informant says the appointment is a good one.

—John C. Ridge, of Waynesville, O., writes (by an amanuensis), Dec. 21, that he has before him the uninviting prospect of spending his Holidays in bed with inflammatory rheumatism. If the good wishes and good offices of friends would avail, Brother Ridge would quickly be in happier state.

—Commissioner Brown is announced to address the Monroe County teachers' institute, at Woodsfield, Dec. 28, the Muskingum County institute, at Zanesville, Dec. 29, and the Franklin County institute, at Columbus, Dec. 30.

—Superintendent E. P. West, of Martinsville, Clinton County, Ohio, in addition to his work as the principal of the village schools, has the responsibility of superintending the schools of Clark township. For his work in the country schools he receives \$100 per annum. Thus the good work of improving the schools in township districts goes on.

—John Ogden is delivering a course of lectures in the city normal school, Washington, D. C., on "How the Child Learns." The course, when completed, may take the form of a book. Long years of study and experience give Prof. Ogden eminent fitness for such a work.

Mr. and Mrs. Ogden have both been chosen to give instruction in the course at Martha's Vineyard next summer.

—Supt. E. A. Jones, of Massillon, the well known Secretary and Treasurer of the Ohio Teachers' Reading Circle, has been suffering for some time and is still suffering from inflammatory rheumatism. A letter from Mrs. Jones says he hopes to resume his work after Holidays. We trust this hope may be realized. We feel authorized to extend to Brother Jones the sympathy and good wishes of the MONTHLY family, especially those who belong to the Reading Circle.

—We regret to learn that Mr. Rudolph Leonhart, for a number of years a teacher of German in the Canton schools, and the author of some elementary books, has been compelled to give up teaching, on account of a diseased condition of his eyes which threatens to result in total blindness. By the aid of an amanuensis he is preparing a volume entitled "Border Tales of the Revolution," from which he hopes to realize some income. When the book appears, we hope all our readers who have an opportunity will encourage its circulation.

—Hon John Eaton has resigned his office of U. S. Commissioner of Education and has accepted the presidency of Marietta College. He was appointed to the office of Commissioner by President Grant, in 1870, and has filled the office with marked ability and efficiency ever since.

Educators throughout the country feel a deep interest in the appointment of his successor. There would be a fitness, at this juncture, in the appointment of a Southern man, on account of the peculiar educational needs of the South. Dr. Peaslee, of Cincinnati, has been prominently mentioned, and if the choice is to fall upon a Northern man, we do not know a better selection that could be made.

BOOKS.

Manual of the Botany of the Rocky Mountain Region, from New Mexico to the British Boundary. By John M. Coulter, Ph. D., Professor of Botany in Wabash College, and Editor of the *Botanical Gazette* Ivisqn, Blakeman, Taylor and Company. New York and Chicago.

The Science of the Mind applied to Teaching. Including the Temperaments and their Influences on the mind; the Analysis of the Mental Faculties, and how to Develop and Train them; the theory of Education and the School; and Methods of Instruction and School Management. By U. J. Hoffman, Vice-President of Jennings Seminary and Normal School. Illustrated. Fowler and Wells Company: New York.

Applied Geology. A treatise on the Industrial Relations of Geological Structure; and on the Nature, Occurrence and Uses of Substances Derived from Geological Sources. By Samuel G. Williams, Professor of General and Economic Geology in Cornell University. New York: D. Appleton & Co.

Many of our readers will recognize the author of this book as a former principal of the Cleveland Central High School.

Elementary Political Economy. By A. B. Meservey Ph.D., Principal of Mew Hampton Literary Institution. Boston: Thompson, Brown & Co.

The Eclectic Manual of Methods. For the Assistance of Teachers. Van Antwerp, Bragg & Co., Cincinnati and New York.

We have not had time for a thorough examination of this book, but we are satisfied that all teachers that use the Eclectic Series of text-books should have it.

The Philosophy of Education: or the Principles and Practice of Teaching. By T. Tate, F. R. A. S. With an introduction by Edward E. Sheib, A. M., Ph. D. New York: E. L. Kellogg & Co.

This is an excellent edition of an excellent book.

Studies in General History. By Mary D. Sheldon, formerly Professor of History in Wellesley College, and Teacher of History in Oswego Normal School. Student's Edition. Boston: D. C. Heath & Co.

Theory and Practice of Teaching: or the Motives and Methods of Good School-keeping. By David P. Page, A. M. With Biographical Sketch of the Author. A New Edition, Edited and enlarged by W. H. Payne. A. S. Barnes & Co., New York and Chicago.

I. *First Steps in Number; A Primary Arithmetic.* By G. A. Wentworth and E. M. Reed. Pupils' Edition.

II. *The First Steps in Number.* By G. A. Wentworth and A. M. Reed. A teachers' Manual of 474 pages.

III. *A Grammar School Arithmetic.* By G. A. Wentworth. Published by Ginn & Co., Boston.

Those Dreadful Mouse Boys. A double Story for Young and Old. By Ariel. With Original Illustrations by Frances Perry. Boston: Ginn & Co. A clever story with a good moral.

Webb's New Word Method. By J. Russell Webb. Published by Potter, Ainsworth & Co., New York.

Rip Van Winkle: a Posthumous Writing of Diedrich Knickerbocker. By Washington Irving. New York: Arthur Hinds, Publisher. Paper. 75 pages.

Stories for Kindergartens and Primary Schools. By Sarah E. Wiltse. Boston: Ginn & Co. Paper. 75 pages.

Reception Day, No. 4. A Collection of Fresh and Original Dialogs, Recitations, Declamations, and Short Pieces for Practical Use in Private and Public Schools. 25 cents. New York: E. L. Kellogg & Co.

A Wonder Book for Boys and Girls. By Nathaniel Hawthorne. In two parts, paper. 15 cents each. Boston: Houghton, Mifflin & Co.

Euripides, Bacchantes, based upon the edition of Wecklein. By Professor I. T. Beckwith, Ph. D., of Trinity College. Edition with Text and Notes: 441

pp. Cloth, \$1.10. Paper, 80 cts. Text Edition: 64 pp. Paper, 20 cts. Boston: Ginn & Co.

Plato, Apology and Crito, based upon the edition of Cron. By Professor L. Dyer, B. A. (Oxon.), of Harvard University. Edition with Text and Notes: 204 pp. Cloth, \$1.25. Paper, 95 cts. Text Edition: 50 pp. Paper, 20 cts. Boston: Ginn & Co.

Homer, Introduction to the Language and Verse of Homer. By Professor Seymour. 96 pp. Cloth, 60 cts. Paper, 45 cts. Boston: Ginn & Co.

Manual of Gymnastics for the School-Room. Paper, 60 pp. Boston: New England Publishing Company.

The National Council of Education. Proceedings of the Fifth Annual Meeting, held in Saratoga, N. Y., July, 1885. With the Officers, Members, and Committees for 1885-6. Price 50 cents. Copies may be obtained by addressing the Secretary, George P. Brown, Topeka, Kan.

Twelfth Annual Report of the Public Schools of Portland, Oregon, for the year ending July, 1885. Thomas H. Crawford, Superintendent.

Annual Catalog of the Ohio University. Athens, Ohio, 1885.

Manual of the Public Schools of Brainerd, Minn. 1885-6. J. A. Wilson, Superintendent.

Annual Report of the Public Schools of Wichita, Kan. 1885. George E. Campbell, Superintendent.

Annual Report of the Public Schools of Lima, Ohio. 1885. J. M. Green-slade, Superintendent.

Course of Study for the Schools of Ithica, Mich. 1885-6. J. N. McCall, Superintendent.

MAGAZINES.

The Popular Science Monthly. Conducted by E. L. and W. J. Youmans. Published by D. Appleton & Co., New York. Yearly subscription, \$5.00

The Atlantic Monthly. Devoted to Literature, Science, Art, and Politics. Published by Houghton, Mifflin & Co., Boston. Yearly subscription, \$4.00.

The North American Review. Edited by Allen Thorndike Rice. Published at 30 Lafayette Place, New York. Yearly subscription, \$5.00.

The Century Illustrated Monthly Magazine. Published by the Century Co., Union Square, New York. Yearly subscription, \$4.00.

Magazine of Western History. Illustrated. Published at 145 St. Clair Street, Cleveland. Yearly subscription, \$4.00.

Education. An International Magazine. Bimonthly. Devoted to the Science, Art, Philosophy, and Literature of Education. Conducted by Thomas W. Bicknell. Published by the New England Publishing Co., Boston. Yearly subscription, \$4.00.

The Chautauquan. A Monthly Magazine devoted to the Promotion of true Culture. Organ of the Chautauqua Literary and Scientific Circle. Conducted by Theodore L. Flood, D.D., Meadville, Pa.

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SAMUEL FINDLEY, EDITOR.

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THE LADY TEACHER.

BY MARGARET W. SUTHERLAND.

(Read before a gathering of teachers at Sandusky, Ohio, October, 1885.)

When Lycurgus was requested to show the walls of Sparta, he is said to have pointed to his troops with the remark, "Men, not bricks, form the walls of Sparta." After all our talk about methods, however valuable it may be, the thing of the greatest moment is the teacher; and as lady teachers in this country are in the majority, as one of them, I feel bound to do all in my power to make them a force for good, both in the profession and in society.

While the principles that are to govern the teacher have an equally binding force for either sex, and much that is truth for the lady is truth also for the gentleman, nevertheless to the head and heart of my sisters I wish principally to address my remarks.

In "Modern Leaders," Justin McCarthy claims that George Sand is the only woman novelist who has drawn "a man's man;" that even the great George Eliot has failed in this, unless in the single character of Dr. Lydgate. However true this may be, I believe that a woman can best show the real lady teacher, and shadow forth the ideal. A man's gallantry may, perchance, hinder him from speaking that

truth which, while it is severe, is necessary. Then, too, a man may hesitate to demand from the weaker sex all of which she is really capable, merely because he thinks she *is* weaker, but knows not how much strength she does possess.

That we have many in our profession who have no right there, is lamentably true; that the number of worthless female teachers exceeds the number of worthless male teachers, I am not prepared to say; but I do think there is danger to be apprehended from the fact that the number of occupations open to girls is less than the number open to boys, and it should be impressed upon young girls that teaching is not the only respectable way in which a woman can earn a living; that all honest work is noble; that the only really disgraceful thing in life is a failure to do one's duty; that the teacher is as truly called to her profession as the minister to his; and that unless a young girl possesses certain qualities of mind and heart, and, consecrating all, a spirit of self sacrifice, it is folly, nay, worse than folly, to become a teacher.

We must realize that the schools are not made for the teachers, but the teachers for the schools; that the elevation of the race should never be sacrificed for the financial needs of an individual.

There are, however, those teaching who began without much natural aptitude for the work, but with a conscientious desire to do their best; from these I know I shall receive a kind and candid attention, and if to them my ideal teacher seems an impossible perfection, may I ask them to believe that "The ideal ever rising lifts the actual?"

One of the most essential qualities of the good teacher, and one whose importance I fear is too often overlooked, is health. Necessary as it is for all good work, it seems to be absolutely *required* in the school-room. The absence of it often accounts for the poor government of the wearied mother whose heart really overflows with love for her child. Carlyle says: "A healthy nature may or may not be great; but there is no great nature that is not healthy." In our studying we have all realized how much clearer our thought is at some times than at others; and as it is more difficult to arouse thought in others than to kindle it in our own minds, so does it require a better condition to instruct than to learn.

Emerson Says: "The world is always opulent, the oracles are never silent; but the receiver must, by a happy temperance, be brought to that top of condition, that frolic health, that he can easily take and give these fine communications. Health is the condition of wisdom, and the sign is cheerfulness,—an open and noble temper."

The best moral atmosphere for the growth of a child's soul is the sunshine of cheerfulness. How often have I heard it said of a teacher, "She is a good woman and wants to do her duty, but she cannot govern her pupils." And I have known that the secret of her lack of success lay in her fretfulness, her constant peevish scolding over little things that worried her, because she was nervous, (in the bad sense of the word), one of the greatest hindrances in the way of good government.

How shall we secure this precious possession, good health? I do not mean at present to refer you to the laws of hygiene, which for your own sake and for the sake of your pupils you ought to know, but I wish to call your attention to some things which impair the health of the lady teacher. I shall not speak of dissipating gayety, in which few conscientious teachers indulge, but mention some things that are done from a mistaken sense of duty. A lady cannot be house-maid, seamstress and teacher; a man is not expected to build his own house, be his own tailor, and teach. I know that I shall meet with opposition here—on the one hand, from the lady teachers themselves, who will say that their salaries are so small that this is necessary; on the other hand, from the men, who will think I am spoiling woman for the home, her proper sphere. To the first let me say that I never met any woman who was eminently successful in her profession who did not, while school was in session, make teaching and studying her main business. Instead of two dresses I should get one and pay some one else to make that one; instead of doing housework, I would pay some one else who needed work, to do it. Do not tell me it is extravagant. It is the only way in the world that you can reach the positions where the higher salaries are paid. *It pays in the end.* There is an old saying that it is better to pay the butcher and baker than the doctor. I believe it is better for the lady teacher to pay the seamstress and servant than to lose days from school, and pay the apothecary and physician. We often hear of teachers who are broken down in health because they are overworked. If inquiry were made, I think we should learn either that these teachers had attempted too much besides teaching, or that worry, not work, had injured their health.

To the second class I feel tempted to say that the supply of good wives exceeds the demand; but seriously, *I know* that a skilful teacher can, through the thoroughness which has become an element of her character, become a better house-keeper through a few weeks' practice in vacations than many other women through years of trial. [However, I believe it is best for the lady teacher to dismiss these last thoughts from her mind, because you know that one reason given for

not paying us the salaries given to our male friends is that we do not enter the profession with the idea of remaining in it. Consider it a compliment when the question of your election to a certain position is up for discussion to have your superintendent say, "I believe Miss A. has no thought of marriage."]

Another thing that interferes with the lady teachers' health and happiness is the disposition to worry. Let me reiterate, *worry, not work, kills people*. Do the best you can and then let the results take care of themselves. A wise writer has said: "Too much painstaking speaks disease in one's mind, as well as too little. The adroit, sound-minded man will endeavor to spend on each business approximately what of pains it deserves, and with a conscience void of remorse will dismiss it then."

I do not say to you, "Lock up your annoyances and little troubles in the school-room," for I think that is a bad place to have them. I say, "let the glad air as it fans your wearied brow, drive them away; let the pure sunshine scatter them."

Did it never occur to you, my dear sister-teachers, that we, especially, need to get near in our hours of weariness to the heart of Mother Nature?

Quack doctors always advertise a "cure-all," and as I have no ambition to belong to that class, I had better beware; but when my former pupils who are now teaching, come to me, as they occasionally do, for advice and healing, a little wounded by the friction of the school-room, I say to them, "Have you tried cheerfulness? Do you know the wonderful power of kindly humor and a good laugh in a school? Have you learned 'A merry heart doeth good like a medicine?'"

I once heard of a teacher who in all seriousness propounded this question at a teachers' institute: "Ought we ever to allow our pupils to laugh in school?" Do you think we ought ever to allow a refreshing breath of good pure air to enter our heated school-rooms? That is what a pure, hearty laugh is to the moral atmosphere of a school. You may smile at me, but I have no hesitation in saying that a teacher who has a school that knows when to laugh, how to laugh, and when to stop laughing, knows the art of managing her pupils. "He that is of a merry heart hath a continual feast."

What the wise man said many centuries ago is as true to-day: "A continuous dropping on a very rainy day and a contentious woman are alike." Pupils experience no greater discomfort from a leak in the roof, through which the water comes dripping, dripping, dripping, than from a teacher who keeps scolding, scolding, scolding. It is

possible that they may finally become so used to either that it will have little effect upon them. Righteous indignation once in a while is as useful as a thunder-storm in clearing the atmosphere ; somehow it seems to accompany force of character ; but directors should get rid of a *scolding* teacher as they would of any other nuisance.

There is a class of teachers, possibly not large, who do not take the requisite amount of sleep, whose ambition and love of reading makes them "burn the midnight oil." Thoroughly do I understand the temptation to remain up until the house is quiet, that in solitude one may abandon herself to the bewitching loveliness of Endymion, almost imagining that the soul of Keats,—the soul possessed of the beautiful, is present ; or in the solemn stillness to be thrille with noble impulses by the courageous Volumnia, or softened by the womanliness of the gentle Virgilia, made living realities by the all-powerful Shakespeare. *But it must not be.* Physiologists tell us that brain-workers need more sleep than any other laborers.

Emphasizing the importance of cheerfulness, plenty of air, sunshine and sleep, I shall pass on to an essential quality of the good teacher which, although not always the result of health, is spasmodic without it. I refer to enthusiasm. I once heard a well known superintendent say that he would rather employ young teachers with enthusiasm than older teachers with experience. But why need enthusiasm be peculiar to the young ? Why can there not always be enkindled and kindling fervor of soul ? There can be if the brain is ever growing quicker, and the heart warmer. The teacher who loves study and children will be an enthusiast.

"The masters painted for joy and knew not that virtue had gone out of them." How can one inspire others to do that for which she herself feels a distaste ? The teacher must ever be a student.

The golden sceptre—nay, more than that, for it is not the *symbol* of power, but the reality—is love. Did you ever know "the llama that will carry a load if you caress him will refuse food and die if he is scourged ?"

One of the teachers of our State said at an association, "The great educational want of our day is heart culture ; and the great desideratum in the teachers who are to bless coming generations, is heart power." There is no heart culture where selfishness predominates, and the power which dispels it as the morning sun scatters the clouds, is love. Emerson says: "Hence the remedy for all blunders, the cure of blindness, the cure of crime, is love. 'As much love, so much mind,' said the Latin proverb. The superiority that has no superior, the redeemer and instructor of souls, as it is their primal es-

sence, is love." A woman who has no love for children in her heart seems to me unnatural, but the natural affection which draws the lovely child to us can be cultivated so that even the neglected may be drawn within its powerful influence. It seems to me something that grows broader with our knowledge, deeper with our culture, and purer as we draw nearer to God, "the love of whom is the fruit whereof all other loves are but the beautiful and fleeting blossom." But love of study and love of children, to wield their full force in our profession, need direction. The shot fired at random is not so effective as that which the steady arm and well trained eye direct. The many who have not had the advantages of a good normal school, must do the best they can to supply the place of such training. There are some things that seem to me invaluable as aids to kindling a professional spirit. I shall mention first the reading of educational works, including the biographies of educators. The absence of knowledge of those who have won laurels in our profession shows an absence of esprit-de-corps. Sometimes I have contrasted the familiarity of the ministers of the gospel with the lives of their Wesley, Calvin, Knox, Whitefield, with the almost total lack of knowledge that some teachers betray when questioned as to their Pestalozzi, Froebel, Dr. Arnold, Horace Mann, and others, whose labors for their race ought to make our hearts thrill at the very mention of their names. Every teacher ought to subscribe for some educational magazine; yet when I have been urging the importance of so doing, I have often been told, "Oh! there is so little I can put in practice in my own school," or, "I know nearly all that I can find in a magazine. It is all old." However, from my own experience I can testify as to the debt I owe the OHIO EDUCATIONAL MONTHLY, which I have never been without since I began to teach. There are times in every teacher's life when work becomes a little monotonous, when almost unknown to herself she is working in a rut. Let the MONTHLY come and it will give her a lift from it. It will either bring a new idea which she will endeavor to carry into execution, or it will do good by placing one's own plans in contrast with those of another, so that the good may be sustained more firmly, and the bad thrown aside after it has been shown in its true light.

Many lady teachers neglect almost entirely the reading of school reports. The benefit derived from comparing the course of study or plan of instruction in one school with that of another is undoubtedly great. Besides this, many school reports contain the results of the personal investigations of those well fitted to profit by observation. I think we can scarcely overestimate the importance of reading the opin-

ions of our leading educators, who are in the advance line of our profession, and who labor to make their reports valuable to all who will study them.

Nor should we neglect the county institute. The idea has been advanced in my hearing by even young teachers, that having attended one there is no use of going to another, they are all so much alike. Grant that there is much similarity. There are not many new discoveries made in the field of truth. We do not often make knowledge ours when we have heard it once, and often when we *know* we do not *act*. The ground upon which truth falls is not always the same. It may be better prepared for its reception at one season than at another. Again, we hear of teachers who are interested in certain instruction that is given to them, but complain that much else is not suited to their grade. I think it characteristic of the *real* teacher, that from the lowest primary to the highest department of instruction, she finds that which interests her in a professional way. You will pardon me if I make a personal allusion. If I were striving for rhetorical effect, I would not be guilty of such a thing, but I want to convince you that I am not merely theorizing. In all the years of my teaching, there have been only two years in which I have not attended the institute of the county in which I was then working. At the time of one of these annual sessions I was in attendance upon the State Teachers' Examination; and from the other I was detained by a reason that excused my absence even to the satisfaction of my own somewhat exacting conscience. But I think the lady teachers as a class do not sufficiently appreciate the advantages to be derived from district and State associations. They are more negligent in this respect than gentlemen teachers. One who remains in her own school, meeting few of the members of her profession outside of her own immediate associates, is apt to become narrow. It is a laudable ambition to desire to lift our district association to the level of the best in the State. We all know the inspiration that is found in numbers. Then let us be found at these gatherings, deriving benefit, not merely from the papers and discussions, but much pleasure and profit from social intercourse. Too much praise cannot be bestowed upon our State Association, and I cannot be too urgent in my requests to my sister teachers to attend it. The best talent of our State brings the richest sheaves from the harvest of study and experience to the yearly harvest gathering. With the feast of reason and flow of soul is mingled delightful recreation. One who has never been in attendance upon our State Association has not a proper conception of how much enthusiasm, intelligence and manly courtesy can be found among the leading educators of our

State. You need to see the best men in a profession that you may conceive of its dignity and importance. Aside from the other benefits to be derived, in a business point of view such an association is profitable. Enlarge your circle of acquaintance and you will find that you become much more independent of your own local directors. Lady teachers, as long as you teach, act as if you intended to remain in the profession. It is wise, sometimes, to be practical enough to look after your own interests, to learn what you can about salaries, etc. There are two things to which, at the present time, I consider it so important that the attention of all teachers should be directed, that I must speak of them, though I can only hope to suggest thought in the limited space which can be allotted to their discussion. The first is that we ought to teach our pupils by example and precept to work. I believe in *real work*—in *hard work*. In the educational world, action and reaction are very apt to be equal. We are inclined to rush from one extreme to another; whereas the happy medium is usually the safest place. The hill of science has been too difficult of ascent and we wish to level it to a plain, to remove every obstruction from the path, and take from our pupils altogether that wonderful delight which is derived from overcoming obstacles. If life is made too easy, can we have strong men and women? Are there not views from the mountain top never seen from the valley?

I should make school so attractive that my pupils would desire to be there, but from the earliest age at which children enter school, I should strive to teach them to work—to depend upon themselves. You may at first assist the tottering steps of the little one, but so long as you hold his hand he will never learn to walk alone. Woman, from the tenderness of her heart, is more apt to err in this matter than her brother teacher; but she must covet for her pupils not the greatest ease, but the greatest good.

The result of conscientious, skilful labor is exactness. Where this quality does not exist in the teacher, we cannot reasonably expect to find it in the pupils. Clearly defined thought clearly expressed is of priceless value. Sometimes I fear that we, from the absence of exactness in our teaching, are responsible for some of the exaggeration and want of truth of the present day. Will not moral laxity be the result of mental laxity?

Dr. Harris has said: "Of all vocations, that of teaching children is one of the most dangerous for warping and cramping the mind, and demands the strongest safeguards to protect the teacher." If this be true, it needs our serious consideration; for while it is praiseworthy to

be ambitious to become good teachers, the desire of our hearts should be to become

“Perfect women, nobly planned,
To warn, to comfort, to command.”

Something of the same delight that the lover of music feels in bringing forth hidden melody, will you feel in cultivating the harmony of perfect womanhood. It seems to me there can be a grace, a beauty thrown around the commonest duty of a woman's life, thereby bringing a joy into it that the bitterest sorrow can but slightly disturb. The nature of woman is more complex than that of man, and consequently she must be subject to a greater variety of influences to secure her perfect development. Time will not allow me to mention all. As the peach needs the sunshine to give it bloom, the woman needs refined society to impart to her certain charms. We need the society of our equals, and of our superiors; we have all realized “It is so easy with the great to be great.”

From our pupils we expect and receive a certain amount of attention which we cannot demand from the world at large. In our little world we are all-in-all; in the greater world we are only of the many, and the lesson is valuable. With our pupils our conversation, while we strive to elevate them, must necessarily be a little below our own plain; there is serious danger, therefore, of becoming childish either in the matter or manner of our discourse. To the thoughtful man, observation and experience have brought riches of wisdom, of which the child from its very nature must be ignorant; shall we neglect such sources of information? Some one has said, “The people, and not the college, is the writer's home.” With equal force may these words be applied to the teacher. She needs the knowledge of life made clearer by the light of books. It is said that Americans do not need urging to travel; that their very restlessness makes it essential, and sometimes their love of change results in shallowness of character. Notwithstanding these assertions, I think that the lady teacher who expends money on a visit to one of our large cities, if she goes with her eyes open, makes a wiser investment than the one who deposits her savings in a bank. Let her broaden her views of life by mingling a little while in the surging crowd of Broadway; let her nobler impulses be stirred by the harmonies of such music as only talent can bring forth, (and you know in this money-making age talent remains where it is best paid); let her cultivate her æsthetic taste by feasting her eyes upon the wonders of art which the wealth and generosity of New York City have opened to the people at large. Laying aside the pleasure of a visit to our metropolis, the profit is sufficient to warrant our making

many little sacrifices in order to accomplish it. We do not wish to be "school-marms," but lady teachers.

But as a means of cultivation, I must mention the friends that never fail. Living friends may be widely separated from us, time makes many changes; traveling may be impossible, for duty may demand that we share with others our salaries; but the departed wise have left us a precious legacy, and the living great will gladden the hearts of those who will heed their wise words.. It is very true that

"Painting mute and motionless,
Steals but a glance of time,"

while history brings before us scene after scene of past ages.

You are constantly hearing of the importance of your making a specialty of some branch of study. If I could induce one lady teacher to do so I should be very happy, for I know how it acts as a preservative, keeping one from feeling weary of her work and dissatisfied with her lot in life. The sum of wisdom is that time given to work is never lost. The great have ever labored. Goethe says that he had nothing sent him in his sleep; there was nothing in his writings that he did not know how it came there.

But whether you make a specialty of language, mathematics, science or philosophy, soften your manners, grace your conversation, and ennoble your aims by some acquaintance with the literature of your own tongue. Poetry is the sister of music and painting; and sometimes when it is almost impossible for you to hear fine music or look upon grand paintings, she will gild with her beauty the most commonplace object. There is truth as well as beauty in the lines,

"As all nature's thousand changes
But one changeless God proclaim,
So in Art's wide kingdom ranges
One sole meaning, still the same;
This is Truth, eternal Reason,
Which from Beauty takes its dress,
And, serene through time and season,
Stands for aye in loveliness."

We need books for our recreation, books for our improvement. Let us read our Irving, elegant in his simplicity; our Hawthorne, with his mystic beauty; and in later days, Aldrich, poet whether he writes in prose or verse; our historians, Prescott, Bancroft, Motley, whom we are proud to claim; our noble Bryant, stately in his early poem, "Thanatopsis," majestic in his "Flood of Years;" our Longfellow, whose name is a household word; our gentle Whittier, apostle of

charity; and then the three—true poets, yet masters of prose,—Holmes, who combines so much merriment with such real philosophy; Lowell, whose true humor gleams forth in “The Courtin,” whose gentle pathos touches the fountain of tears in “The Dead House,”—yet the same Lowell, brilliant and learned in his critical essays; Emerson, who is the prophet of a higher life, the inspirer of the noble thought whose fruit is the heroic deed.

Leaving our own countrymen, let us go to Charles Dickens, that, mingling humor and pathos, he may show us the kindliness of some hearts, and the hollowness of others; to Thackeray, to be brightened with his sparkling wit, and yet learn to pity human nature; to George Eliot, to learn the philosophy of life, tinged with its poetry, deepened with its tragedy; let us go to Macaulay, that in his own choice style he may bring before us the wealth of his information; to Carlyle, to learn to hate shams and live heroically; let us go to the immortal Shakespeare, the creations of whose genius live in thousands of minds and will last through all time; to Milton, whose sublime thoughts are breathed forth in the most melodious language; to Goldsmith, whose gentle pen has drawn for us the lovely picture of the Deserted Village; to Robert Burns, the apostle of the creed, “A man’s a man for a’ that;” to the delightful essayists, Addison, Lamb, and Hazlitt. Add to these Elizabeth Barrett Browning and Tennyson, and you have my chosen few of the many. Do not give up doing any thing because you feel that you cannot do much. Any teacher can make time for the pleasant and instructive course of our O. T. R. C.

Around the Madonna’s head there is ever a circle of light, and the glory of character must ever shed its effulgence around the teacher who would fulfill her highest mission. With all the earnestness of our being must we realize that the cry is ever coming, no matter how we read it in the beseeching look, or interpret it in spoken words, the same cry ever comes from the children entrusted to our care, “If you would lift me, you must be on higher ground.”

All our health, rippling over in its sparkling merriment, all our cultivation derived from the society of the living noble, or drawn into our minds from the wells of inspiration fed from the sources of purest knowledge, fails of its best end, unless it makes us better, more self-sacrificing, more like the perfect sacrifice once offered for us.

Did you ever think of the meaning of “lady?” Lady means “bread-giver,” or “loaf-giver.” Just what the mind needs to give it strength, that must you give to it. To the soul hungering for righteousness must you bear the bread of life. If you will look at the full meaning of my subject, I think you will consider it a title which, rightly won, you

may be as proud to bear as any honor the world may confer upon you. You must go back now to the original meaning of teach. You will find it "to show," "to direct." "The bread-giver who shows, who directs." For myself, I confess that a feeling of awe comes over me as I think of my position, and I can but exclaim, "Who is fit for these things?" The Great Teacher taught not only by words, but by actions; but more than all, by what he was, did He save us. "'Tis not important how the hero does this or this, but what he is. What he is will appear in every jesture and syllable. In this way the moment and the character are one."

It is said "that the characteristic traits of the artist, despite his efforts to the contrary, find their expression on the canvas. The master-pieces of Rembrandt have been pronounced coarse and gross, while those of his contemporary, Vandyke, are invariably spoken of as the embodiment of purity and refinement. These individualities are noticeable in their portraits of the same person."

If you would have your girls to possess that winning gentleness which seems to me of all graces one of the most charming, you must ever show in your school-room, in your home, or wherever you are thrown in contact with your pupils, that courtesy which finds its way into the darkest heart. Show them that it has become a part of your very being, the belief that

"Kind hearts are more than coronets,
And simple faith than Norman blood."

While we justly condemn that teaching which makes the fine entrance to a room the most important thing in education, we must beware lest we neglect that ease of manner which always marks its possessor as one who has mingled with good society. I speak no idle words when I say that the public schools are inexpressibly dear to me, but for that which I love best, have I always had the most exalted desires; and in the objects of my love can I see faults, not to condemn them, but to labor patiently for their removal. And, lady-teachers, in this matter of politeness, you are to be the law-givers. Your life will be brightened, your labors will be lightened, if in the hearts of your boys you kindle that spirit of charity which makes their eyes glow and stirs all their noble impulses, when with kindest accents you tell them that the memory of Sir Philip Sidney is redolent with the rarest fragrance, so many years after his death, because he was the "perfect gentleman." Courtesy is not inconsistent with the most solid virtues. Only solid objects admit of polish. Woman is queen of home; and the nearer the school resembles the good home, the nearer does it ful-

fill its mission. You have a right to covet power in your school-rooms. But what power? Ruskin describes it for the home, but it is the power, also, for the school: "Power to heal, to redeem, to guide and to guard. Power of the sceptre and shield; the power of the royal hand, that heals in touching—that binds the fiend and looses the captive; the throne that is founded on the rock of justice, and descended from only by steps of mercy."

Let me give you something else from the same author; it will apply to the lady-teacher with the same force as to the mother, and the more firmly it is the thought of the mind, and the passion of the heart, the wider, the deeper is our influence.

"And whether consciously or not, you must be, in many a heart, enthroned; there is no putting by that crown; queens you must always be; queens to your lovers; queens to your husbands and your sons; queens of higher mystery to the world beyond, which bows itself, and will forever bow, before the myrtle crown, and the stainless sceptre of womanhood."

Let it be our object to attract from our pupils, all that is best, that is divinest in them. Let us show them that we are living for the truth; that in its clear light we would have everything revealed, no matter what dreams it dispels; that our whole nature revolts from shams; that thoroughness must be an element of a great character. Let us inspire them with courage, for "They can conquer who believe they can."

If we are deficient in these grand qualities of soul, all the sentimental religion in the world will avail us nothing; all the wit and learning will be bereft of half its force, for "the head is half, a fraction, until it is enlarged and inspired by the moral sentiments."

There must not be beauty without strength. And the greatest strength of character comes from the overpowering belief that the grandest thing in life is discharging one's duty.

For those of my pupils who are impressed with this belief, I have no anxiety. Whatever may come to them, with brave hearts will they meet it, and life will always seem to them full of heavenly beauty. The happiest moments of my life have been those in which some dear boys or girls in whom I have noticed a gradual development of character; have blessed me because I have taught them that "Beautiful and awful, the feeling of a heavenly behest, of duty God-commanded, over-canopies all life."

If it is true that honesty is becoming rarer in our country, that self aggrandizement is ruling everywhere in our nation, ought we not to

examine ourselves? For a writer says: "It is the type of an eternal truth, that the soul's armour is never well set to the heart unless a woman's hand has braced it; and it is only when she braces it loosely, that the honour of manhood fails."

THE FIRST YEAR'S WORK.

BY ELIZABETH TAYLOR, BELLAIRE, OHIO.

(Read before the Eastern Ohio Teachers' Association.)

The first year's work in the child's school life is far more important than any that follows. It is upon this foundation that the educational structure is to be built. Our work can not be too well done. Not *quantity* but *quality* is what we want. Not how *much* we can do but how *well*. Childhood is the impressionable age. The Jesuits realized this fact; for when they would regain what they had lost through the Reformation, they sought to do it through their schools.

The first instruction we give to children should correspond with their nature. All external conditions should be made to correspond with internal necessities. We are simply to give them right surroundings and let them grow.

We cannot fix a limit as to what shall be taught in one year. Children who have had the benefit of kindergarten training can do much more than those who come to us direct from their homes. Their faculties have been aroused and the power of attention already trained. By constantly using the kindergarten gifts they have been taught form and number. They are prepared, in a measure, for what is before them, and the primary school is not strictly a new thing, but only another step into the unknown, which has been foreshadowed by previous training; but with children in the average school there is much to do in the way of developing latent sensibilities and of showing to them the possibilities within themselves, before much actual work may be done.

Our first work is to secure attention. To do this, all exercises must be pleasurable and of such a nature as to afford occupation to mind and hand. Children delight in activity—both mental and physical, and the happiness of a child is to a great degree dependent upon the harmonious employment of his activities. It is our duty to offer the child such instruction as will reach the mind through the senses, and *that* only such as he can master. Of the senses those that most assist

in development are sight and touch. Those things they are told, or hearing, gives them knowledge second hand, while these give personal experience.

Young children can not be kept wholly occupied with lessons, nor would it be right; yet with busy work of various kinds the hours may be made to pass pleasantly and profitably. The actual work may be made a delight to even the youngest. There is no reason why a reading lesson should be dull or a lesson in number dry, if the teacher is willing to prepare herself for these exercises. The time usually given to reading is more than to any other study; and if a certain number of pages is required to be taught in a given length of time, this may be necessary. Our plan is to accomplish what may be done without crowding out other things quite as important. The plan which we have found most successful is to begin at once with script, teaching a word or phrase. Show the object and have it named. If the real object is not at hand, a picture or drawing serves the purpose. Write the word on the board and have it named. Show the word and have pupils show the object. Point to the object and have some one show the word. We have all words written both in class and at the seats. Keep the list of words before the class until learned. By this means we secure a vocabulary for future written work. As soon as enough words have been taught to form sentences, we go to sentence-writing, using always, of course, very short sentences, and employing the same word in as great a variety of ways as possible. After learning a few idioms and proper names with the names of objects that have been learned, quite a series of lessons may be written out, gradually adding new words. Review continually. For this purpose we keep a list of words already learned. A review lesson much enjoyed by the little ones is to change words rapidly. Write the sentence, "I see a sled;" change the last word, using the names of other objects. Then change the first to "we see," or "they see." Words that are not the names of objects may be *spoken* and shown by *using* them; prepositions, by changing the positions of objects, as, "on," "in," etc. "The ball is on the table." "The ball is in the box." Where is the ball? Write the new word both in the sentence and alone. Find it. Have a pupil write it. A device we like is to write a direction on the board and have pupils follow it; as, "John, shut the door." "Mary, bring me my hat." The pupils, reading silently, follow the directions. Afterward, these lines are read aloud, and in a perfectly natural way, as the thought is entirely theirs.

These script lessons are continued during the first half of the year, when the change to *print* is made. As our words have been selected

from the charts we use, we have no trouble in changing from one to the other.

Every reading lesson is a language lesson. In using the blackboard so constantly, we have an excellent opportunity of teaching capitalization and punctuation. Often the children dictate sentences to us, and tell us how to write them. Or the teacher gives the sentence and calls upon her pupils to tell how to write it. They give the number of the sentence, spell each word and give the proper mark. As a separate subject, language has no place in our course of study the first year, but is taught in every lesson and in conversation. All incorrect expressions are corrected when used or while the subject is still in mind. The language of a child is more easily cultivated by encouraging him to tell what is passing before him, than by isolated words or sentences.

The number lesson is frequently made a lesson in language. The blocks are made to represent different things, and the children allowed to tell little stories about them. As, "Tom had six apples and gave four of them to Mary." In naming his blocks, the imagination is exercised, and in sharing his fruit with his playmates his generosity is called into play and a happy feeling created.

Our work in number is addition, subtraction, multiplication and division to 10, if we are able to do so much; but as yet, in the most of our schools we have never succeeded beyond 7. Let us take the number six and see what can be done with it. Teach the number as a whole. Show six objects, draw six stars, six apples, six lines. Make the figure six. The children must learn through doing. Put objects before them, and let "the work of the hand clear the thought of the head." Let them make their own discoveries. They will see the ones, twos, threes in six; that three and three are six, that four and two are six, that six less two are four, etc. They will make them into equal and unequal parts; into six, three or two parts. When these parts are shown, teach their names. Lead them to find the half of six, and to see the difference between the half of six, and six divided by two. Do not hurry. Allow them time to make their investigations and tell their little stories. In giving this lesson in number last year I asked how many times two could be taken from six. To my surprise, a bright six-year-old answered, "Once; the next time it is two from four." We do not use the terms plus, minus and equal, but show them when they use the word *and* that there is a sign which represents it. In the child's language, it will be three and three are six, and never three plus three equal six. Two three's are six, not two times three equal six. Many teachers object to this and to the

use of figures the first year, but if taught when the number is taught it may safely be done the last half of the year. A written lesson furnishes busy work and keeps them occupied. They like to do these lessons, and take pride in neat slates and accurate figures. Success at this point gives them both pleasure and confidence.

Together with reading and number comes the subject of writing. Technical writing begins the first of the year. Our slates are ruled in groups of six lines, and the board is ruled in like manner when the copy is given. Our first lesson is to teach the lines and spaces. We find the base and head lines on the board and have the children find them on their slates. The slanting straight line being the most simple element, we use it to train the little hand in distance and direction; next the right and left curves. Our first letter is the small i. While we do not dwell upon this letter until it is perfectly formed, yet we spend some time upon it, as its elements are found in a number of other letters. The object in ruling the board is to show more plainly the size of a letter by comparing one with another. We teach the letters in the order in which Col. Parker has given them in his "Talks on Teaching." Copying words begins, of course, with reading, but the words are made as we would any other picture, without knowing their parts. After the first term, we begin to write with pencil on Quincy practice paper, and, we think, with good results. Some little devices such as writing the letter in the air, or naming its parts, add interest and attractiveness to the lesson. Given a good board, and a teacher who is a good writer, and every teacher should be such, and the results in one year are surprising. We spend some time each day in singing, gymnastics, and general exercises. These come at odd minutes, and the little ones find in them a pleasant variety and are the better for the change of position which they afford. The singing consists of simple little motion songs, which are easily learned and much liked. Often a disagreeable session may be averted if the windows are opened and the children marched through the room to the tune of a merry song. It takes but a moment or two, but is most wholesome in results.

To teach the lines and angles in the room and have them made upon the board and slates, is an enjoyable exercise, with the additional advantage of giving a clearer conception of the position of lines than any number of definitions. To make our work pleasant, we try to keep our pupils busy with work or play. Not mere aimless play that is of no value, but such as will entertain and instruct. We need fear no trouble in the way of discipline so long as our children are occupied. Only in a moment of idleness, when we stop doing right, can we be

tempted to do wrong. While our energies are directed in right channels, we are not susceptible to temptation.

One word more. Shall we allow our characters to influence those we train? It must be so. We cannot help it. Whether for good or for evil, every word we speak is worth as much as the character with which it is backed. By teaching we not merely earn a salary, we mould a mind—a life. We need to realize more deeply the power of impression, so as to fulfill our responsibilities. Every character has more or less of good in it, and the genius of hopefulness must find it.

It is said that under the hand of Midas every thing turned to gold. So under the influence of a conscientious, child-loving teacher, her pupils may be given a golden cast of character.

A WHIPPING CASE IN COLUMBUS.

DECISION BY JUSTICE MARTIN.

The affidavit alleges that “on or about the 18th day of December, 1885, Ella Barrett unlawfully did make an assault upon one Samuel P. Elliott, and did then and there unlawfully strike, beat and wound.” The affidavit was filed by the father of S. P. Elliott. On the trial of this case the facts were, as shown by the evidence, that Miss Barrett was at the time Principal of the Spring Street school, which position she has held for five years, and has been connected with the schools of Columbus for about seven or eight years as teacher or principal; that S. P. Elliott, a boy eleven years old, was a pupil in that school. For the act complained of she is arrested and tried for ‘unlawfully assaulting, striking, beating and maiming him.’ In the investigation of this question it becomes necessary for the defense to show (admitting the act of punishment) that she by her position had the right, as a principal in the public school, to inflict corporal punishment, in the bounds of moderation, and that in what she did she was not actuated by malice or revenge, and that the punishment was not merciless or cruel, and inflicted no permanent injury to his person or health, and that no more punishment was intended or inflicted than was necessary to enforce obedience to the rules for the benefit of the pupils.

Section 3,985 of the statutes provides that “the board of each district shall make such rules and regulations as it may deem expedient and necessary for its government and the government of its appointees and pupils.” The board has, in the exercise of its lawful powers, des-

ignated corporal punishment as proper when other means have failed, and punishments are to be inflicted in the room by the pupil's teacher, except cases in which the principal is the judge.

Wharton, on American criminal law, says: "Correcting scholars or children, it is admissible for the defendant to show that the alleged battery was merely the correction of a child by its parent or the correction of a servant or scholar by his master. But if the parent or master chastising the child exceed the bounds of moderation and inflict cruel and merciless punishment he will be guilty of an assault and battery. The law, however, confides to school teachers a discretionary power in the infliction of punishment upon their pupils, unless the punishment be such as to occasion permanent injury, or be inflicted merely in the gratification of evil passions. The mere fact that the punishment was more severe than in the opinion of the jury was necessary, will of itself furnish no grounds for conviction."

A case found in volume 2, North Carolina Reports, somewhat analogous to this, was tried in the Carroll County Circuit Court. An indictment for assault and battery was found against a teacher who taught a school for small children. On one occasion, mild treatment of a girl six or seven years of age having failed, the teacher whipped her with a switch, so as to cause marks on her body, which disappeared in a few days. Two marks were also proved to have existed, one on the arm and another on the neck, which were apparently made with a larger instrument, but which disappeared in a few days. The judge instructed the jury that the right of the defendant to chastise the child was co-extensive with the parent, and they should be cautious in coming to a conclusion that excessive chastisement had been used. But as the child was of tender years, if they believed that she had been whipped by the defendant, with either a switch or other instrument, so as to produce the marks described to them, the defendant was guilty. A verdict was found for the State, and the defendant appealed. Judge Gaston, in deciding this question on appeal said: "The law has not undertaken to prescribe stated punishments for particular offenses, but has contented itself with the general grant of the power of moderate correction, and has confided the graduation of punishments, within the limits of the grant, to the discretion of the teacher. The line which separates moderate correction from immoderate punishment can only be ascertained by reference to general principles. The welfare of the child is the main purpose for which pain is permitted to be inflicted. Any punishment, therefore, which may seriously endanger life, limb or health, or shall disfigure the child, or cause any other permanent injury, may be pronounced in itself immoderate, as not only

unnecessary for, but inconsistent with the purpose for which the correction is authorized. But any correction, however severe, which produces temporary pain only, and no permanent ill, cannot be so pronounced, since it may have been necessary for the reformation of the child, and does not injuriously affect its future welfare. We hold, therefore, that it may be laid down as a general rule, that teachers exceed the limits of their authority when they cause lasting mischief; but act within the limits of it when they inflict temporary pain. When the correction administered is not in itself immoderate, and therefore beyond the authority of the teacher, its legality or illegality must depend entirely on the *quo animo* with which it was administered. Within the sphere of his authority the master is the judge when correction is required, and the degree of correction necessary. * * *

We believe that these are the rules applicable to the decision of this case before us. If they be, there was error in the instructions to the jury, that if the child was whipped by the defendant so as to occasion the marks described by the prosecutor, the defendant exceeded her authority, and was guilty as charged. The marks were only temporary, and in a short time all disappeared. No permanent injury was done to the child. The only appearances that could warrant the belief or the suspicion that the correction *threatened* permanent injury, were the bruises on the neck and the arms; and these, to say the least, were too equivocal to justify the Court in assuming that they did threaten such mischief. We think that the instructions on this point should have been that unless the jury could clearly infer from the evidence that the correction inflicted had produced, or was in its nature calculated to produce, lasting injury to the child, it did not exceed the limits of the power which had been granted to the defendant. We think also that the jury should have been further instructed that however severe the pain inflicted, and however, in their judgment, it might seem disproportionate to the alleged negligence or offense of so young and tender a child, yet if it did not produce or threaten lasting mischief, it was their duty to acquit the defendant, unless the facts testified induce a conviction in their minds that the defendant did not act honestly in the performance of duty, according to her sense of right, but under the pretext of duty, was gratifying malice.

"We think that rules less liberal toward teachers cannot be laid down without breaking in upon the authority necessary for preserving discipline and commanding respect; and although these rules leave it in their power to commit acts of indiscreet severity, with legal impunity, these indiscretions will probably find their check and correction in parental affection, and in public opinion; and if they should not, that

they will be tolerated as a part of those imperfections and inconveniences which no human laws can wholly remove or redress. Judgment reversed."

The Legislature of Ohio has never passed laws upon the question of corporal punishment in the schools, for the very obvious reason that it is a matter of great difficulty to regulate. When you say by law that the teacher shall or may resort to corporal punishment, how shall it be applied? Some children are more obdurate than others; some are more indolent and perverse; some can be subdued and made to obey with one application of the rod, with others it might require twenty; and whom would the law designate to deal out the prescriptions to the several patients that required treatment? Most assuredly it would seem that if the law allows that kind of punishment, the safest place to leave it is with the teachers, both as to the quality and quantity.

When we consider that in this city there are ten thousand children, from six to twenty years of age, of all colors, kinds, temperaments and dispositions, some well and some very indifferently brought up, and some not brought up at all, but spontaneously come up, it is wonderful that the teachers have so well succeeded in bringing some kind of order out of chaos with so little complaint from parents of excessive and unnecessary punishment. I know of no case that has ever been settled in the Supreme Court of Ohio, on this subject. There may have been. But few actions, comparatively, have been brought, but let it be understood that whenever a teacher has cause, in his or her best judgment, to inflict corporal punishment on a pupil, and shows some black and blue stripes on his person, and the doctors are called in to testify to the color of the stripes, and his friends take him over the city and expose his person so that they may see how he has been abused, the ever vigilant reporters of the press, anxious to discover a sensational "scoop," each visits the family and examines the gaping wounds, their sympathies are aroused, the pencils are drawn, and soon the cold type tells the world that some heinous monster, who has been employed in the schools of Columbus, as teacher or principal, for eight or nine years, has about killed a child by excessive punishment, without just cause. Thus the passions of the people are aroused against the teacher without their knowing the true circumstances of the case or the effect. The teacher is criminally arrested for assault and battery and bound over to court. Then will your teachers fear to enforce the rules and regulations of your schools, with bad children threatening them with arrest, and the discipline of your school is destroyed; and as a necessary consequence the school system of Ohio, probably the best in the country, will be useless to the people in the

education of their children, and the eight millions of dollars paid by the people will be so much of their hard earnings thrown away without any compensating benefits being received by them in the proper education of their children.

The father of the pupil testified that his son was subject to "spells of dizziness, but otherwise his health was good." This information should have been imparted to the teacher, as should any infirmity with which a child may be afflicted.

In this case, after hearing and considering all the evidence, I find this state of facts: Complaints had been made by the parents to the teachers that this pupil was not advanced satisfactorily to them. The teacher visited the parent and consulted on the subject; the teacher had given it attention and subsequently reported the matter to the principal; the pupil was transferred to the care of the principal, who directed him to solve a problem in arithmetic on the blackboard; the pupil told her he could not do it; she insisted that he could, and must try; he insisted that he could not; she insisted that he could and must. He finally made an effort, and half completed it, and stopped; she insisted he should go on; he did not do it; she then punished him, after which he completed the problem. If the pupil had succeeded in conquering the teacher, on that occasion, and had his own way, he would probably have done the same thing the next time and the next time. Why would he not have continued to conquer to the end of the term, and never learned to solve a problem in arithmetic? Then the parent would have complained again that her son had not advanced in arithmetic as he ought, and the principal would have been justly blamed, and the parent would have complained to the superintendent that the teacher was indolent and incompetent to teach scholars, and should be discharged, or their child must be transferred to some other school, as he had been once before.

Now, to enforce the order of the teacher, did she inflict greater punishment than the necessities of the case required? Who can decide that question better than the teacher? Or must she abandon the pupil to his own will? Will parents decide in favor of the latter proposition? If so, why ever complain that your children do not advance in their education?

"The law confides to teachers a discretionary power in the infliction of punishment upon their pupils, unless the punishment be such as to occasion permanent injury, or be inflicted merely in the gratification of evil passion, malice or revenge." "The mere fact that the punishment was more severe than in the opinion of the jury was necessary, will of itself furnish no ground for conviction."

There was no evidence that the punishment was inflicted with malice or revenge toward the pupil.

Judgment for the defendant, and she is discharged.

HOW SHALL WE TEACH WRITING IN PRIMARY GRADES ?

BY LYMAN D. SMITH, IN EDUCATIONAL NEWS.

This seems to be a fair subject for discussion, and there being some diversity of opinion among good teachers as to the best method to pursue, let us discuss the matter, and let in light from any and all quarters.

As a teacher of writing in public schools for many years, I have had good opportunities to judge of the merits of teaching young children, from six to eight years of age, both by use of pen and ink and by the use of lead pencil for the first six or eight months of their writing career.

The use of pen and ink among beginners in writing is nothing new or experimental. I followed the plan many years, but I now look back upon that plan as a thing of the past—gone, but not forgotten. I am aware that there are those who advocate the use of pen and ink from the start, and consider the use of pencils worse than a waste of time.

“What is the use of wasting the writing time of school life for two years by using lead pencil?” exclaims one writer upon this subject. Sure enough; I say, too, what is the use of it? A teacher who does waste time in teaching six and seven-year-olds to write with a good lead pencil, or fails to get good results, is not a good teacher in this branch, it seems to me. All that can be done with pen and ink toward teaching pen-holding, position, movement, etc., can be done just as easily and effectually with a good lead pencil of the proper length, and more easily; and since it is claimed by the advocates of pen and ink that pen-holding, position, etc., is about all that can be accomplished in the primary grades, “nothing being said about the writing,” it matters not whether it be good or bad,—where comes in the great advantage of using pen and ink?

Is not the partial learning of pen-holding, etc., with little or “nothing said about writing,” a slim compensation for one year’s work, even,—to say nothing of two? I know schools that do much better than

this. Children are not only taught good *pencil*-holding (equivalent to good *pen*-holding), some "movement," but a good deal about writing, the first year of their writing experience. In a twenty-five minute lesson, ten minutes are enough to spend in drills, the other fifteen should be spent in teaching *form* by letting the little ones write in books, previously watching the teacher as she writes letters, groups, words, etc., on the board, now and then calling pupils to the board to try their hands at writing,—in a word, teach pen-holding and form together. What is pen-holding, of itself, if not put to use by writing ; and what use in spending time in writing unless you say something about it during the lesson,—about good or bad forms, slant, turns, base-lines, etc., etc. ?

Children from six to eight can and ought to acquire fairly correct pen-holding, and learn the entire small alphabet the first year in school, and be able to write plainly words and short sentences. Spend no time in writing pages of isolated letters. As soon as single letters enough to make a word are learned, teach the word, and thus learn to combine letters. A letter is not known thoroughly as it stands by itself ; when joined with others, modifications occur.

After writing one or two books with pencil, on low calendered paper adapted to pencil, let the class start with ink. If they have been properly drilled in pencil-holding the previous six months, the transition to pen and ink is hardly noticeable. This, at least, is my experience, and I have had an "uphill" work in teaching with pencils, as is admitted by those who use pen and ink, to lead the young six-year-olds over the rough road and thorny pathway to writing. It is difficult enough, with all impediments omitted, to tax the teacher's patience, if it is done *thoroughly*. The use of ink in little, untrained hands is attended with more or less danger of daubs and blots, waste of time in cleaning up, etc.

A teacher said to me, to-day, "Why, here is a boy in my room, just promoted from Miss H.'s room (where lead pencil books are used), who writes right off with pen and ink about as well as any of my boys."

"Certainly," I said ; "he has been drilled pretty well below stairs with lead pencil, and has written a pencil book through there." Having learned the grasp or handling of the pencil, the pen-holder came into its place quite naturally, the manipulation of the pen never giving trouble.

Teachers are compelled to look over their pupils' work in writing—the sooner they write plainly and legibly the better the teachers like it. Is it not best, then, to pay some attention to writing, as well as pen-

holding, in primary grades? I find that young pupils can be taught to make well-formed *a*, *o*, *d*, *p*, etc., if time and attention are given to it, and not interfere with good pen-holding in the least; they can be shown that the first line in *a*, for example, should be carried well over to the right in order to get a well-shaped letter, and a little drilling on these points, calling them to the board to write the letter, will fix it in their minds, and they will remember it and do it.

To "say nothing about good writing in primary grades, it matters not whether it is good or bad," is a curious, and I think unsound, proposition to enunciate. I know of no teacher of penmanship who advocates this theory. As well might a music teacher say to a pupil, taking her first lessons on the piano, "You must sit, hold your hands, and 'finger' so-and-so; it makes no odds whether you produce chords or discords—you are after the 'fingering.'" While learning "fingering," why not say something about chords, time, etc.? While learning pen-holding or pencil-holding, why not say something about good and bad writing,—the difference between good and bad forms? Who will say we should not?

Hartford, Conn.

NOTES AND QUERIES.

SCIENTIFIC CARD-PLAYING.

Please to allow a young member of the MONTHLY family to say a word on this subject. It has not been my privilege to observe the effects of history cards, "Zoologic Whist and Zonomia" upon the intellectual advancement of children, but I know a boy who has come to the stature of manhood within the last decade and who is willing to say he knows he was benefitted by playing Authors when he was a boy at home.

A "pack" of Authors came into his plain country home, and in his happy hours of play and recreation he made the acquaintance of numerous authors and their best works, which, doubtless, never would have crossed his young pathway in any other manner. In later years, the knowledge gained in that "playful" way has freed him from numerous mortifying blunders. He does not ask whether Longfellow wrote *Snow-Bound*, attribute *The Spy* to Irving, wonder who is to be credited with *The Sketch-Book*, etc. Playing Authors fixed these and many other things in his mind in early life. This game also created a desire to become better versed in these writers and their works.

Children must have some amusement at times. The boy or girl who plays earnestly and well generally works well. I heartily agree that trying to turn all work into play is a great mistake. But as play is the fore-runner of work in the field of physical labor, why may it not be so in mental employment? Well directed play is separated from work by a very thin partition.

W. H. B.

Cedar Falls, Iowa.

This is the other side well put. We never know fully until we have seen both sides.—ED.

THE STUDY OF GRAMMAR.

DEAR EDITOR :—Is training in parsing and analysis necessary in order to become a good writer? Does the study of grammar deserve the place it now occupies in many of our schools? I am aware that these questions may seem simple, but I would like to have an answer, and especially your own opinion.

I am using ——'s grammars in my school. I never thought them the proper books to put into the hands of pupils, but the board of education will adopt no others. I supplement the work as much as I can by giving language work on the board, and get better results than by using the text-book. We country teachers get "particular fits" from all sides, but I believe that if we had better text-books better work would be done. If I had time to get out the work, I would not put a grammar of any kind into the hands of a pupil until he is at least fifteen or sixteen years old.

E. G. BLASER.

Winesburg, O.

Nothing is more irrational than the old stereotyped method of the schools for learning English. To beget in our pupils the ability to speak and write good English, we have condemned them to weary months and years of memorizing grammatical definitions, rules, notes and exceptions, to be applied in the analysis and parsing of knotty sentences; and finding them still unable to write a passable letter or composition, we compel them to memorize dreary pages of definitions and rules concerning invention, style, taste, rhetorical figures, etc., with results about the same as before.

A boy does not learn to skate by a profound study of the principles of gravitation and motion, but by buckling on his skates and striking out upon the ice. He may get a few thumps at first, but in a short time he is able to perform with ease and grace evolutions which the most profound scientist, unpracticed, would not dare to attempt. And so, from infancy to manhood, the child is constantly learning to do with ease and skill things in themselves quite difficult. The secret of it all is practice. The acquisition of skill in the use of language is no exception to the rule. Right practice in speaking and writing, in connection with the reading of good authors, is the only rational method of acquiring the ability to use good English.

Grammar has value in its place; but it should have very small place, if any, in schools below the high school.—ED.

A POSTSCRIPT.

The following postscript of a business letter will interest the readers of the MONTHLY, especially as the writer is well known to many of them :

From a remark dropped in a recent letter of yours I presume it might interest you to know how a "Buckeye" takes to the "Wolverines."

We are a stranger in a strange land, but we refuse to be strange ; so we fall into line and keep step to the Michigan music. We met the teachers in force at Lansing, but not so large a force as Ohio usually musters. The Michigan State Teachers' Association has a large sprinkling of veterans, hoary-headed, inured to service, who are still in the front rank and doing excellent work. They are enlisted for life and are making the most of their advancing years. The papers were generally good and well discussed. Very few seem to talk for talk's sake, or take part in the discussions without previous appointment.

The paper on "School Sanitation," by Dr. Kellogg, was eminently practical and well illustrated. It was an earnest plea for pure air and water, by showing the evil effects of impurity.

Dr. Kidzie, in his discussion of the paper, made some valuable suggestions in regard to indirect ventilation, claiming that the very "walls breathe." This he illustrated by blowing through five inches of solid plaster with so much force as nearly to extinguish a candle.

Superintendent Hinsdale, of Cleveland, gave us an excellent paper on Tuesday evening, in which he took occasion to review some of President Elliott's recent educational utterances. He was well received by the Michigan teachers, and his address was listened to with evident satisfaction. The Michigan teacher likes a solid paper, but does not object to a little humor thrown in. One speaker even condescended to punning to such an extent that our friend Burns would have been abashed in his presence, unless he has greatly degenerated in this direction since we last saw him.

"How does the Michigan teacher impress you ?" As a rule, he is a little more starchy than his Ohio neighbor,—a little more of "the cloth" and a little less free and easy ; a little more "silk hat and kid glove" and a little less "*corps de esprit* ;" sociable in his way but not apt to sit down to it quietly—seems never to make a regular business of it—does not draw his "Havana" and begin and end in smoke. He is not a smoker—(would that our Ohio brethren might learn wisdom from his example). [Amen ! Amen !!—ED.]

Upon the whole, we like the pedagogy of Michigan and shall take occasion to cultivate his acquaintance further.

Adrian, Mich.

G. W. WALKER.

A CHRISTMAS LETTER.

The following letter was not written for publication, but it is, on that account, all the more entertaining.—ED.

OMAHA, NEB., Dec. 24, 1885.

MY DEAR FINDLEY :—Enclosed you will find my check for the amount of your bill. It is pleasant to hear from you once in a while, even if it must be in this way, which is usually so disagreeable.

I always greet the MONTHLY as I do an old friend, and should be sorry to be without it. About next summer I propose to write a short article for you on the subject, already introduced, of corporal punishment in schools. I have been in position to make some experiments here, and have improved my opportunity. There was a great deal of whipping in these schools when I came here,—so much that I undertook to curb and restrain it. I observed, and so did the teachers, that with less punishing the discipline improved. And so on and on we went, till last year, with a daily attendance of 4400, only *sixteen* cases were reported in the whole year; and I believe the teachers have been as conscientious in making the reports as you will find teachers,—much more so than you and I were when we used to shake a boy's boots off and not count it. Having made a manifest improvement in the discipline, and yet had so few cases of punishment, I thought I would ask the teachers to try this experiment this year, going still farther if possible: I asked them to do me this favor, that when it seemed to them that all other means of correction had been exhausted, and only the rod remained, to come and talk with me before resorting to this last resource. The result is that no one has as yet come to me for the interview; and with a daily attendance of 4900, we have not had a case of corporal punishment this term. There have been three temporary suspensions, but no permanent ones. And the discipline has not suffered as I can see. This experience will be the basis of the article I shall write you next summer for publication. You will say, perhaps, that we have gained nothing, even if we have done this; but I feel it a gain. My experience with the whip the first few years I was in Cleveland shames me, as I think of it to-day.

And if, in this frontier metropolis,—a town with many bad elements in its society—some the very worst, we can govern the schools without resorting to the whip, and thus show that a teacher can go on from day to day without doing things that utterly disgust her—things that make a refined woman hate her calling, I really feel as if we were doing something for the cause of public education, and I am proud of our achievement.

I had not intended to write a letter at this time, but I did intend to tell you how sorry I was last summer that I could not be at Chautauqua and that you did not go to Saratoga. I wanted so much to see you that I would have gone to Akron for a day, had I been able to spare the time.

My work here is very pleasant for me in many respects. Something has happened since I began to write this page that moves me. The door bell rang, and some furniture men brought in an elegant cherry writing desk, and a splendid lounge, such as a lazy man likes to have in his study; and at the same time a messenger came from one of the book-stores with a very fine set of Prescott's complete works, in the best style and binding. A card on each article says, "With a Merry Christmas; from the teachers." I really do not like to receive presents from the teachers, though I appreciate the good will that has evidently prompted this. My corps numbers 130 now. Two more, and the number will have doubled since I came here.

Remember me to Mrs. F. and all the children and grand-children. Mrs. J. sends regards. Our girls are freshmen at Wellesley. We shall not see them till next June. They are spending this vacation at Patterson, N. J. A telegram from them this morning said they were well and happy. I wish you and Mrs. F. would come and eat Nebraska turkey with us to-morrow.

With much esteem,

Yours truly,

H. M. JAMES.

COUNTRY SCHOOLS.

"Our country schools and how to improve them" seems to be a popular topic for discussion at the present time, and it is certainly one calling for serious consideration. It is my impression that the township district schools of this (Columbiana) county, are not supplied with as good teachers as they were ten years ago. One observing a class of applicants for certificates is impressed with the youth and inexperience of almost the entire class, as compared with a few years ago, when a majority were old and experienced teachers.

Township supervision seems to be the most practicable means of remedying the defects in these schools and bringing them up to a good standard.

A movement was inaugurated at our last institute to systematize the work and ultimately, as we hope, to bring about township supervision in this county. A committee was appointed to arrange a course of study for township district schools, said committee to report the result

of their work at a meeting of teachers to be held in Leetonia, the fourth Saturday of January, 1886. The course of study has been arranged already, and, if approved, a committee of one will be appointed in each township to urge the adoption of the course by the board of his township.

G. W. HENRY.

COUNTRY SCHOOLS PREFERRED.

DEAR EDITOR :—I think the MONTHLY grows better every month. I wish especially to thank you for the "Symposium" and the articles, "Our Country Schools" and "The Schools of California." The authors of these articles are practical. I am a country teacher and hope always to be one, as I think I have a broader field than a graded school teacher has. As I came from Illinois I miss the superintendent, but I hope the day is not far distant when superintendents will be a feature of Ohio country schools. I also wish for a school library, which is especially needed in the country, where it is sometimes difficult to get the right books for the pupils.

One great advantage of the country schools is the readiness with which a teacher can use new methods and plans, if she is only judicious. I use the "Easy Lines," "Fresh Leaves," and "Young Wide Awake" in my school, as supplementary readers. The expense is only a trifle for five numbers of each, whereas forty numbers in a graded school would be a tax on the teacher.

This is my seventeenth month in the same school, and I can testify that it is easier as well as better, for school and teacher to remain together year after year.

I would also emphasize the taking of educational papers. Whatever success I have had as a teacher I owe, next to doing my duty as a Christian, to educational papers. Institutes have also been very helpful.

I say, "God bless the country schools" with their embryo well-balanced men and women.

A. S. L,

A CHANGE OF MIND.

MR. EDITOR :—My acquaintance with the MONTHLY began about a year and a half ago, and I must admit that before that time I considered it a paper that I could not afford to take. My idea of a model educational paper was that it should contain cut-and-dried questions and answers, so that the reader could load himself, as it were, in order to shoot himself off whenever occasion required; but since I have pondered over the pages of solid thought contained in each number of the MONTHLY, I think I have received some idea of its worth. At all

events, I should be very sorry to do without it now. If this is flattery to you it certainly is none to me, but I am glad to say that I now begin to see in what the power of knowledge consists. O. W. C.

Bath, Ohio.

GOOD WORDS.

I feel that the influence of your journal upon the teachers of our county is greater to-day, than at any time in its past history. The work being done in the school-rooms of the county verifies the statement. E. F. WARNER.

Doylestown, Ohio.

"We print in another column a very useful and valuable paper on "Primary Reading," from the pen of Mr. Samuel Findley, the editor of the OHIO EDUCATIONAL MONTHLY, one of the most practical of our exchanges, notable alike for its plentiful common sense, and for its lack of that offensive self-praise which is a too prominent characteristic of so many American educational journals."—*Educational Weekly*.

The MONTHLY blushes with becoming modesty, but cannot withhold from the members of its household so fine a compliment from such a source; for we have always regarded the *Educational Weekly*, published at Toronto, Ontario, as one of the strongest and best educational papers published in America.

IN REPLY TO M. R. A.

Philip, of Macedon, said to Aristotle, the chosen teacher of his son, Alexander, "Strive to make yourself useless." But what did Philip mean? E. E. WHITE.

$\frac{1}{2}$ AND $.0\frac{1}{2}$.

In Olney's Practical Arithmetic, page 227, you will find this: " $\frac{1}{2}$ is an absurd expression, and has no meaning. It is *not* $\frac{1}{2}$ of $\frac{1}{10}$, for that is written $.0\frac{1}{2}$; nor is it $\frac{1}{2}$ of 1, for that is simply $\frac{1}{2}$."

R. M. M.

Undoubtedly the correct view to take.—ED.

Q. 13, p. 604.—Are not J. B. N. and A. M. M. at fault in calling *likely* an adjective? The sentence expanded would be, "They were alarmed at the consequences *which would likely* (probably) *ensue*."

A. B. W.

IS "THAN" A RELATIVE PRONOUN?

In regard to Mr. J. P. Kuhn's disposal of "than" in the sentence "He has more books than he can use," I inquire: (1) If "which" is substituted for "than," what is the second term of the comparison?

(2) Would the editor be in favor of calling "than" a relative pronoun in the sentence, "He has more money than I have," simply because it follows "more?" Would "which" in the place of "than" convey the same meaning?

(3) Is the ellipsis, as supplied in the answer, p. 38, "long and awkward?"
A. M. M.

Now, Brother Kuhn, you got us into this trouble; you must help us out.—Ed.

I see that I am booked, in the January MONTHLY, for a solution of the following problem: If an article had cost me ten percent less my percent of gain would have been 11 more; what was my percent of gain or loss? I submit the following solution:

Let 100 = cost, first condition, and $100 - 10 = 90$ = cost, second condition, selling price being the same in both cases. Since the gain by second condition is 11 more than by first, 11 percent of 90 = 9.9 the proceeds of 10; and if the proceeds of 10 is 9.9, the proceeds of 100 must be $9.9 \times 10 = 99$; and if the proceeds of 100 be 99, then $100 - 99 = 1$, loss on a hundred, or 1 percent. W. J. PATTERSON.

An octogenarian, who has sometimes contributed to this department, has this to say:

There are other ways of solving this problem, but I think the solution by proportion preferable. But perhaps R. P. M.'s objection is to the arrangement of the *terms* of the proportion. As abstract quantities they are proportional. But they represent 10 percent *less cost*, and 11 percent *increased gain* on supposed cost. If that is the ground of objection, then say: 10 percent less cost : supposed cost :: 11 percent *increased gain* : *supposed cost with its gain*. Thus: 10 : 90 :: 11 : 99. If that will suit any better I shall interpose no objection, as the product of *means* will equal the product of *extremes*, and a correct answer will be obtained, which is all I am after.

I shall wait patiently for the opinion of teachers, but however they may decide, I prefer the simplest solution consistent with truth.

D. S. POND.

ANSWERS.

Q. 1, p. 38.—I know of but one way to keep pupils from whispering: let them talk aloud.
Z. X. C.

Have a time to whisper, say every half hour, and not to exceed two minutes each time. During these whispering minutes the pupils keep their seats, and may ask each other questions about their lessons. When the two minutes expire, the signal is given, and no pupil is permitted to whisper until the proper time comes. If any pupil violate s

the rule three times in any week, deal with him. The pupils will vote for "no whispering" on the first day of school, and will not violate a rule which they themselves have enacted, except in rare cases. Whispering or communicating in school is a nuisance and must be suppressed.

J. W. JONES.

Whispering in country schools may be reduced to a minimum, if not entirely suppressed. Every country school teacher has had to contend with this evil, and various have been the methods tried; but, seemingly, without success. Disheartened, we have been ready to cry, "Is there no remedy?"

The most common answer sounded in the teacher's ears is, "Create an interest in school work." More easily said than done. In some schools we need to try nothing more, especially if the teacher has had time to work up an interest. But it will not always succeed.

When I have failed to suppress whispering by striving to create an interest in school work, the following plan has proved successful with me:

I reserve space on the blackboard for three columns, headed respectively, tardiness, whispering, and misconduct. As soon as I see a pupil whispering, I write his name in the space devoted to that purpose, with the understanding that that demerit can be erased if he does not whisper again before the same hour next day. If not erased it is recorded and counts five against him in deportment.

Monthly reports are essential to the success of this plan. These reports should not only be furnished to parents, but also published in the local papers, as that acts as an incentive to the pupils. Of course these reports would include scholarship and other matters of deportment besides whispering.

The main features of this plan were recommended to me by a Nebraska teacher some years ago. I do not say that it will prevent whispering entirely; but it will materially lessen it.

Eagle Grove, Iowa.

W. D. DRAKE.

I have used with good effect the plan of calling upon pupils frequently for a report and marking them on a scale of ten. Just before each recess and at the close of each half-day session, I ask how many have not whispered. There are very few who will not try to keep from whispering for an hour and a half at a time.

An important thing is to keep each pupil thoroughly interested in his own work. He will then find little time for talking with his neighbor.

After trying this plan in a school where whispering had always been allowed, I have had my pupils say to me, "I do not care about whispering any more."

D. A. C.

Pomeroy, O.

The atmosphere of a school-room should be that of a well regulated home. The boys and girls should feel free and happy. Thus the best method to prevent whispering is to give the school general permission to whisper whenever necessary. Have no penalties; but put the pupils on their honor. Then teach the full value of time. Show clearly that only a moment is ever given to the world at once. In addition, thoroughly interest the pupils in their work. Make knowledge attractive to them. Scholars governed thus soon grow too busy to think of whispering.

KATIE MILAN.

Troy, O.

Q. 2, p. 39.—An occasional promotion of worthy pupils is good for the pupils promoted, and has a tendency to stimulate others to effort.

Mineral Ridge, O.

A. A. PRENTICE.

Whenever we find a pupil able to do the work in the next grade, we promote him regardless of examination. In all cases I have found the plan a good one. Do not keep a boy back for form's sake.

Lucasville, O.

M. F. ANDREW.

Q. 4, p. 39.—The climate of the South Temperate Zone is milder and more equable than that of the North Temperate, owing mainly to the much larger proportion of water which it contains. A. B. W.

A. A. Prentice and Richard F. Beausay answer to the same effect at greater length. S. P. Merrill says the winters are colder and the summers hotter in the South Temperate Zone than in the North Temperate, because the earth is nearest the sun when the South Temperate Zone has summer, and farthest from the sun when that zone has winter.—ED.

Q. 5, p. 39.—Usher's date for the Exodus is 1491; Bunsen's, 1320. Evidently, Swinton has not followed the dates of any one chronologer throughout.

E. F. W.

Arthur M. Miller's answer is too long for our space.—ED.

Q. 6, p. 39.—The American Cyclopaedia says Roger Williams *purchased* the tract of land referred to.

G. ROSSITER.

Authorities differ. The greater number, probably, favoring the theory of a gift, at first, to which Williams afterward added by purchase.

E. F. W.

Roger Williams *purchased* the land, but not from Massasoit. Ridpath's complete History, p. 129, says, "A tract of land was honorably *purchased* from Canonicus, and in June, 1636, the illustrious founder of Rhode Island laid out the city of Providence."

Johnson's Cyclopaedia, Vol. IV, P. 1425, says, "he *purchased* of the chieftain Ousamequin a tract of land on the eastern shore of Seekonk River.

A. A. PRENTICE.

Q. 7, p. 39.—On the foggy day A's relative loss of speed exceeded B's by $\frac{1}{8}$. The amount of A's victory was lessened 54 yards. Hence, 54 yards = $\frac{1}{8}$ the length of the course. Whole length 4860 yds. A. B. W.

A fallacy in this solution may be discovered by attempting to answer the question, A's loss of speed exceeded B's by $\frac{1}{8}$ of what?—Ed.

Let x = the whole course, and $x - 80$ the distance B goes while A goes over the whole course, in fair weather. Then by the second condition, $\frac{3}{4}x - \frac{1}{4}(x - 80) = 26$; from which $x = 4140$, number of yards in whole course. J. S. BROWN.

G. Rossiter, W. H. C. N., and E. F. W. get the same answer as J. S. Brown gets; but Mr. Brown's equation is not true, and of course the result is incorrect.—Ed.

Since A rows at $\frac{3}{4}$ of his usual rate, it will take $\frac{4}{3}$ of his usual time to pass over the course; and in this time B, rowing at $\frac{1}{4}$ of his usual rate, will go $\frac{1}{3}$ of $\frac{1}{4}$, or $\frac{1}{12}$, of his usual distance, a gain of $\frac{1}{12}$. But he gains 54 yds. ($80 - 26$). Then B's distance in fair weather is 80 times 54 yds. = 4320 yds; and A's distance, or the whole course, is 4320 yds. + 80 yds. = 4400 yds. S. STURGES.

San Francisco, Cal.

With this answer agree S. F. B. (Waldron, Ark.), S. N. Daugherty, G. W. H. and E. S. L., and we think it is correct.—Ed.

Q. 8, p. 39.—Let x = side of field, then will $x - 180$ equal side of part unplowed; and from the conditions of the problem we have the equation, $x^2 = 2(x - 180)^2$. From this, $x = 614.558$, the length of one side of field. Area in acres, 8.67+. S. M. TAGGART.

Same answer and a variety of solutions by G. W. H., A. B. W., E. S. L., E. F. W., D. W. Crist, J. F. Johnston, M. F. Andrew, W. H. C. N., O. W. Cranz, G. R., O. C. B., and S. N. Daugherty.—Ed.

Q. 9, p. 39.—This problem involves a right triangle, of which the distance John travels is the perpendicular, the distance Henry travels before he turns is the base, and the distance Henry travels after he turns is the hypotenuse. Let x = the distance John travels after Henry turns, and $x + 15$ the whole distance John travels. Then, by the conditions of the problem, $\frac{3}{4}x$ will equal the distance Henry travels after he turns, or the hypotenuse, and we derive this equation: $(x + 15)^2 + 20^2 = (\frac{3}{4}x)^2$. $x = 53\frac{1}{4}$, and $x + 15 = 68\frac{1}{4}$, the number of rods John travels. S. S.

Other algebraic solutions by E. S. Loomis, J. F. Johnston, G. W. H. Jr., Minot Porter (a township high school pupil), D. W. Crist, G. R. and S. N. Daugherty. E. S. Loomis, J. F. Johnston and G. R. express the opinion that the problem is not susceptible of an arithmetical solution. G. W. H. and J. W. Jones submit arithmetical solutions neither of which is quite clear to us, and, for want of time and space, we omit them.—Ed.

Q. 10, p. 59.—“Worth” is a predicate adjective, equivalent to *valuable*, and belongs to “knife.” “Dollar” is an adverbial objective, and modifies “worth.” L. R.

The authority for calling *worth* a preposition and *dollar* its object, seems to be as well established as any of the other modes of disposing of it. Gould Brown says that *worth* has, by pedigree, as good a claim to be a preposition as *by* and *with*. Some prefer to call *worth* an adjective limiting knife, and *dollar* a noun in the objective without a governing word. Others, still, would parse *worth* as a noun, supplying “of” both before and after it.

If for *worth*, we substitute its equivalent, “of the value of,” we have two prepositions and a noun, or an adjective phrase and a preposition, which, perhaps, in some degree accounts for the different modes of parsing *worth*. A. B. W.

Q. 11, p. 39.—Yes. Good writers generally use “if I was” to express a supposition assumed to be true, and “if I were” to express one contrary to the fact. Examples; “*If I was* misinformed, as you claim, I desire to be corrected.” “*If I were* you I would study botany.” A. B. W.

Q. 12, p. 39.—No. “Mothers” is the grammatical subject and requires a plural verb to agree with it. A. B. W.

Yes. “Good mothers for the children” is the subject. Sense, not sound or appearance, is the criterion of grammar. W. H. C. N.

We prefer W. H. C. N.’s view.—Ed.

QUERIES.

1. At what point on the earth did the new year begin?

S. P. MERRILL.

2. What is the present condition of the “Presidential Succession” question? In case of President Cleveland’s death, who would succeed him?

J. P. K.

3. Who wrote “Every Man in his Humor?”

H.

4. Is it worth while to detain pupils after school to make up lessons?

KATE.

5. If all the water of the ocean were to become fresh, what would be the probable effect on the human race?

S. T. F.

6. It is 50 ft. vertically to a window on one side of a street and 40 ft. to another window directly opposite. A ladder, just long enough to reach from one window to the other, is so placed in the street that, without moving its base, it will just reach either window. Required the width of the street.

G. W. H.

7. A man wishes to know how many hogs at \$9, sheep at \$2, lambs at \$1, and calves at \$9 per head, can be bought for \$400, having, of the four kinds, 100 animals in all. How many different answers can be given? Solution and rule.

W. H.

8. Patrick Henry was *nearly six feet high*. dispose of words in italics.

L. R.

9. Dispose of italicized words in the following: That book is *hers*. That book is *Mary’s*. Note the gender.

B.

10. They were adventurers, and *went to seeking* gold. Dispose of words in italics.

R. F. B.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

The earnest teacher's hardest work is with himself. Self-subjugation costs him more protracted and painstaking effort than the subjugation of his pupils. The struggle with himself is harder and longer than the struggle with his school. The teacher that does not realize this does not know himself and does not get beneath the surface of things.

Let no one of the sterner sex infer from the title of the first article in this number that it contains nothing for him. Read it and be stimulated to new and higher endeavor. Canon Farrar says the Christian Church in this country needs nothing so much as a new enthusiasm. That is just what teachers need—fresh fire, new zeal. What a grand attainment for one to be able to keep himself always up to his best!

It has been reported to us that a man named Story received subscriptions for the MONTHLY at the Clark County institute last summer, and soon after left for parts unknown. We feel called upon to say that the person named was not authorized to receive subscriptions for the MONTHLY, and that he has forwarded to us neither names nor money. We have no recollection that he ever had any communication whatever with this office.

A recent number of *The Educational Gleaner*, published at Unionville, Mo., contains two articles taken from the MONTHLY without credit. One is "The History of a School Library," by W. H. C. N., the other, "Improvement of Country Schools," by J. W. Bowlus. The *Gleaner* shows good judgment in its choice of a field from which to glean, but to present the product to its readers as from its own field is not altogether creditable.

We must ask the indulgence of our contributors. Several excellent articles intended for this number do not appear for want of room. We are not sure but that we shall be compelled to enlarge again. We take this occasion to make grateful acknowledgment of the efforts of the friends of the MONTHLY in its behalf, and of the very kind reception it is meeting everywhere. Our expectations at the outset are already surpassed. But onward is the word.

A girl, without a husband to support her who can neither sew, cook, or compose with fluency and accuracy, is in a sad plight—*New York School Journal*, Jan. 16, p. 43.

In a sad plight she probably is. But we are curious to know what a girl wants with a husband who can neither sew, cook, nor compose with fluency and accuracy. For a girl to make choice of such a husband indicates a serious defect in her education. Girls trained under the "new education" do not make such mistakes.

The faithful teacher has times of weariness and depression, when the time seems long, the way rough, and the load heavy—when he fain would turn aside and rest. But know that

"Rest is not quitting
The busy career :
Rest is the fitting
Of self to its sphere.
"
"Tis loving and serving
The highest and best ;
'Tis onwards, unswerving,
And that is true rest."

Intelligence maintains "the consistency, economy, and wisdom, of having the local boards furnish the books from the general fund, the same as they do the building, the fuel, the teacher, and the repairs." Why not go a step farther and furnish the dinners, the shoes, the hats, the shawls, etc. ? for these are more necessary than books. No, there is a difference, and the line must be drawn somewhere. Buildings, teachers, and fuel are, and must be, used in common, and cannot be furnished nor held in possession by individuals. A text-book, even though furnished at public expense, must be held in possession and used by an individual, to the exclusion of all others. Just here, we think, is the place to draw the line. Let everything pertaining to the school, that is to be used by all in common, be furnished at public expense ; but let each individual supply himself with that which is for his own exclusive use.

There is another thing which the advocates of free text-books should consider. It is possible to increase the cost of public education to the extent of causing strong re-action against the whole system of free schools.

Some idea of the obstacles in the way of free education in England may be gained from the following typical case reported by the *London Journal of Education*: "A. B. was summoned before the magistrate on some small school case, and, in the course of his examination, it appeared that he was a clerk with a salary of £100 a year. 'Then you ought to be ashamed of yourself,' said the magistrate; 'you have no right to send your children to a Board school; you are not of the class for whom the Board schools are provided.'" The *Journal* adds significantly: "The lower middle classes are gradually finding out that there is nothing common or unclean in common schools, and that it is folly to go on paying £10 a year for an inferior article, when they can get a first rate article for 9d. a week. Respectability dies hard, but we are glad to say that in one of the London Board schools there are sons of doctors, lawyers, and clergymen." It is well to be thankful for small favors.

The vacancy occasioned by the resignation of Commissioner Eaton has not yet been filled. The President seems to be taking time to deliberate. There is a strong desire on the part of many educators of the country to see Dr. E. E. White, of Cincinnati, at the head of the Bureau; and, but for the general expectation that the appointment will be controlled largely by political considerations, this desire would have been expressed in a united effort.

There would be eminent fitness in the appointment of Dr. White, aside from his peculiar qualifications for the office. It is known to many that he prepared the memorial to Congress and, at General Garfield's request, drafted the bill which established the Bureau, and he has ever since been a staunch supporter of the department.

There is another important consideration which we fear will not have the weight it should have. The ignoring of party interests in filling this high office would be a most valuable precedent, and would do much to check the mischievous tendency all over the country to subject important educational positions to political control.

We find the following credited to Rev. Geo. A. Thayer, member of the Boston school board:

"Cincinnati once in the early days builded a strong system of public schools. The foremost representatives of the city's culture and public spirit used to be upon the board of education, and their solid work still survives. But the supervision of the instruction of 35,000 children of the city is in the hands of a school board, a majority of whom are office seekers and ward politicians, thoroughly incapable of appreciating the needs of the schools or the rational principles of education. Perhaps a third of the board are thoughtful men, proud of the schools and wisely zealous for their improvement. The other two-thirds are either figure-heads or men whose entire conception of their office is that it gives them influence and is a stepping stone to a place of spoils. The mischief which such an incompetent board can perform is just beginning, but is surely at work."

We know other cities besides Cincinnati, in which about the same state of affairs exists. The tendency is in that direction in every city where board members are nominated by the ward caucus. It is a crying evil for which a speedy remedy should be sought.

"Leaving out of consideration those maleficent interferences with individual happiness which lie beyond ordinary human control, ill health, losses by fire or accident, the treachery of false friends, or the opposition of jealous enemies, it may be said that happiness is the certain result of conscientious and intelligent performance of duty. The man who, day by day, carefully plans his work, prepares himself for it, makes the intelligent understanding of its meaning and importance a first consideration with him, and goes through it despite opposition, despite the repugnance which he may feel towards some parts of it, despite temptations to sloth, to scamping, to carelessness and slovenliness, despite temptations to eye-service and men-pleasing—the man who girds himself for his work in this way and does it thus thoroughly, is sure of a degree of happiness which neither wealth nor good fortune can match."—*Educational Weekly (Canada).*

It would be hard to find a truer and sounder philosophy of life than the above, taking what is implied as well as what is expressed. Such a life is impossible without a recognition of one's true relations to all his surroundings—without a conscious trust in divine guidance and help. And such recognition and trust lead to love, which is the fulfilling of the whole law. There is not much happiness for a soul without loving and being loved.

It should be further noted that every direct effort to secure personal happiness, no matter by what means, defeats itself. "He that would save his life shall lose it" is the statement of a principle of universal application. The spirit of true obedience in the soul brings peace, and obedience implies self-forgetfulness.

"If we could have the ear of the young men we would tell them not to accept calls to well-to-do churches, but go out and endure hardness. They will be glad they did when they come to look on life from the evening time. One reason why they will be glad in such a retrospect, is that they will have a grateful sense of duty done. Another reason is that it will give them a stronger probability of hale old age, from which to look back. Another reason is that they will thus get more out of life, both for themselves and for Christ. A man who has never had to struggle with poverty and difficulty can never appreciate the fruits of success. Go out and take the rough of it, and when the Lord shoves you a silk-plush chair, either here or in heaven, and tells you to sit down and take a rest, then will come the sense of bliss which no unwearied man ever attains."

Thus *The Interior* advises young ministers. The advice is good, but it is not likely to be followed except by those who cannot do otherwise. It requires more self-denial and greater consecration than we look for in the average young theolog to refuse a call to a well-to-do church and "go out and endure hardness." Human nature is not naturally fond of "hardness;" it prefers softness and ease. It does not like to wait for the silk plush chair, but prefers to take it at the start, hoping to keep it through the entire journey and to add several more by the way. Not a few of us would like, pretty early in life, to get sleeping car tickets for the whole trip, and not be waked until we "get there." But, alas! we cannot. Most of us must go afoot, and pay toll at that.

How would the *Interior's* advice apply to young teachers? Let us see. If we could have the ear of the young people who expect soon to engage in the work of teaching, we would tell them not to seek the best places with the highest salaries at first. Some of them may be college graduates, and may deem themselves qualified to fill the most responsible positions at the highest salaries. We have met not a few in that state of mind. But it is better for them

to begin lower down—to "go out and endure hardness." They will be glad they did, even before they come to view life from the evening time. It will give them a better chance of success, and a richer and broader experience. They will find, before going very far, that a teacher needs much besides scholarship. And they will find in the humbler places the opportunity of learning much that will be helpful to them in higher and more responsible positions, when they reach them. One can hardly attain eminent fitness for superintending schools who has not experienced the difficulties and perplexities of a teacher in a humble position. We know from experience something of the satisfaction there is in the retrospect of years of toil and struggle. Hardness endured in the faithful discharge of duty leaves no sting behind.

This, at least, we would enjoin upon all our younger readers: Waste no time in seeking a soft place. Lay hold vigorously and cheerfully of the work that is within your reach, put heart and soul into it, and gain all the power and skill you can against the day when it shall be said to you, Come up higher.

PUMPING AND EXAMINING AGAIN.

Those of us who dare to criticise written examinations may be poor, "weak and inefficient" teachers, they may not be "true" teachers, and they may be trying to cover up their weaknesses by hiding behind the superintendent, but to pronounce teachers weak and inefficient is no argument in support of an abuse, and no one who has anything else to say would resort to such tactics. It might be replied, and properly, that no true superintendents, and only weak and inefficient ones, ever take to cover in that fashion; but we leave such logic for the exclusive use of the editor of the OHIO EDUCATIONAL MONTHLY.

The best and most intelligent superintendents are always willing and glad to receive suggestions, even from the humblest teacher, and would scorn to defend themselves or their methods by applying disparaging epithets to their critics.

We take but little stock in the "current twaddle" that weak and inefficient teachers are usually the complainants. Weak and inefficient teachers, according to our observation, rarely complain at all, except when their heads are cut off. The strong and efficient teacher is almost always the complainant, and never takes refuge behind the superintendent. He faces him, and cries aloud because his best work is not tested by the examination. All that two-thirds of the examinations test is *cram*, and cramming the true teacher despises; and any system of education that fosters it he complains of and condemns and will condemn, even at the risk of being called weak and inefficient.—*Abram Brown, in Intelligence, Jan. 1.*

Brother Brown seems to have been considerably disturbed by our last shot (See MONTHLY for December); but really we had not thought of his being in range at all. We did not see him when we took aim.

It brings to mind an experience of boyhood. We were visiting at the house of an aunt, and she asked us to shoot a chicken for her. Now, at home, we had never been entrusted to go out alone with the gun; but not willing to disappoint the confidence implied in the request, we very readily complied. Resting the gun across the fence, we took deliberate aim at a fine pullet and fired. The pullet ran off cackling; but there was a fluttering in the weeds beyond, which, as we soon discovered, came from a fat rooster with his head shot off. Of course we carried him to the house in triumph and said not a word about having aimed at a pullet.

It may be necessary to add a word of caution against making too close an application of this story, in any direction. The moral is, it is possible to hit a larger game than that aimed at—only this and nothing more.

Seriously, we admit the possibility—nay, the strong tendency of human nature to pervert and abuse the very best things; but this is not a reason for denouncing and abandoning what is in itself good. The tendency to carry written examinations to an extreme has undoubtedly arisen from the general estimate of their great value. Soon after written examinations began to be used in the Akron schools, the president of the board, an intelligent and successful business man, was so impressed with their value that he proposed to substitute them for the usual recitations, as a better means of testing the extent and thoroughness of the pupils' study.

What is a written examination but the pupil's reproduction on paper of what he has learned? The leading feature of every good recitation in school is examination, testing the extent and thoroughness of the pupils' preparation. It may be said that some examiners are not skillful questioners—that their questions do not stimulate thought nor excite to thorough study. Granted. The same is true of many teachers. They are not skilled in the art of questioning. The standard of recitation in many schools tends directly to false and injurious habits of study—to mere mechanical or memoriter learning. Shall recitations be decried and abandoned? The remedy is the same in each case.

We have no defense whatever to make of the "abuse" of examinations, but we do protest against the indiscriminate denunciation of what is in itself excellent, because some abuse it or carry it to an extreme; and we wish especially to put our younger readers on their guard against accepting unchallenged all the "current twaddle" and extravagant denunciation they read and hear in these days. Much of it is designed merely to produce a "new sensation." We should all learn to "prove all things and hold fast that which is good."

EXAMINATION FOR STATE CERTIFICATES.

The next meeting of the State Board of School Examiners will be held in the high school building, Portsmouth, Ohio, and will begin Wednesday, March 31st, 1886, at 9 o'clock.

Applicants will be examined in the branches necessary for a ten year certificate on Wednesday, and on Thursday morning. The examination for life certificates will begin on Thursday and will be completed on Friday.

In no case will questions on any branch be given out until the regular examination in that branch.

Applicants for ten year certificates will be examined in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, and Theory and Practice, including the Ohio School Law.

In addition to the branches named above, applicants for life certificates must be examined in Algebra, Geometry, Physics, Physiology, General History, English Literature, Rhetoric, Civil Government, and three branches elected from: Geology, Chemistry, Botany, Astronomy, Zoology, Trigonometry, Latin, Greek, French, German, Logic, Anglo-Saxon and Early English.

Applicants for either grade of certificate must present testimonials from leading educators, stating that such applicants have had at least forty-five months' successful experience in the profession of teaching.

These testimonials should be forwarded to the clerk of the board at least thirty days before the date of examination.

Successful applicants for ten year certificates may have additional branches added to their certificates, by undergoing the same examination in such branches as candidates for life certificates.

Persons holding ten-year certificates, granted by this board, may, at any subsequent meeting of the same board, receive life certificates by passing an examination in the required branches.

Knowing that real scholarship demands concentration, it is the intention of the board to give due credit for eminent attainments in any particular line of study.

By order of the Board.

C. E. McVAY, Clerk,
Cincinnati, Clifton, Ohio.

STATE CERTIFICATES.

At the recent meeting of the State Board of Examiners, at Columbus, there were one hundred and ten applicants. The following applicants received certificates:

For life—W. A. Baker, Upper Sandusky; Peter H. Clark, Cincinnati; L. W. Day, Cleveland; Addison Ludlum, Morrow; Walter M. Miller, Portsmouth; W. H. C. Newington, West Richfield; Samuel H. Swartz, Newark; E. P. Vaughn, West Alexandria; Edwin P. West, Martinsville; Darlington J. Snyder, Reynoldsburg; John D. Phillips, Harmar; R. S. Hageman, Camp Hageman; Emma Deterly, Columbus; Mary J. Kennedy, Wyoming; Ida M. Windate, Fair Haven.

For ten years—David Allaman, Air Hill; Robert Boyd, Quaker City; Richard B. Barrett, Highland; Arthur Boulware, Tobasco; John A. Church, Springdale; Wm. D. Corn, Ironton; R. E. Chaffin, New Carlisle; Frank E. Crane, Bethel; Arthur A. Clark, Woodsfield; John E. Dodds, Cherry Fork; D. G. Drake, Mount Washington; Louis B. Demorest, Marysville; Calvin W. Elliott, New Comerstown; Herman S. Fox, Union; H. S. Fairchild, New Morefield; George J. Graham, Waynesville; Fletcher H. Hawk, Lebanon; E. P. Hoover, Centerville; C. M. Lear, Marseilles; H. V. Merrick, Minerva; Wm. C. Mendenhall, West Manchester; T. L. Matchett, Candor, Penn.; John Morris, Camden; John Miller, Lexington; R. E. Plotner, Richard; W. S. Pepple, Wapakoneta; Joseph Swisher, North Lewisburg; Horace B. Story, Fairfield; M. W. Spear, Mount Gilead; C. F. Seese, New Comerstown; J. A. Shannon, Hillsboro; C. A. Teach, Covington; C. M. Thomson, Mason; John H. Vorhes, Hamilton; O. P. Vorhes, Brough; Chas. M. Williams, Bethany; E. H. Webb, North Fairfield; W. C. Wilson, Perkins; J. W. Wolfe, Monroe; Janet Knox, Cincinnati; Mrs. Mabel Lytle, Lebanon; Mrs. Mary Ludlum Morrow; Mrs. R. E. Scatterlay, New Richmond; Clara Schenck, Miamisburg; Mary Sproat, Wadsworth; S. P. Humphrey, Rutland; Frank E. Lawrence, Linnville; O. P. Conley, Upshur; W. H. Sidebottom, Mechanicsburg; Ora Morrow, Dresden.

E. A. Jones, secretary and treasurer of the O. T. R. C., acknowledges the receipt, since his last report, of \$6.25 from W. H. Ray, New Philadelphia, as membership fees from the Tuscarawas County branch. The last item of the report in the January number of the MONTHLY, should read, Greene township, Clark Co., instead of "Greene township, Stark Co."

EDUCATIONAL INTELLIGENCE.

—The schools of Genoa, O., were closed two weeks in January on account of measles.

—A meeting of the Summit County teachers' association was held at Cuyahoga Falls on Saturday, Jan. 23.

—The Akron schools, for the first time, take a vacation of one week at first of February, on account of semi-annual promotions.

—A normal school will be conducted by Mr. M. F. Andrews, at Lucasville, Scioto Co., O., for a term of ten weeks, commencing May 3, 1886.

—The schools of Bellaire, O., under the superintendence of B. T. Jones, enrolled 1661 pupils last term, 148 of whom were in the high school.

—The schools of Wellington, under the superintendence of R. H. Kinnison, enrolled last term 498 pupils, 130 of whom are in the high school, 19 in the senior class.

—The schools of Monroe Township, Perry County, have recently been organized on the township plan, under the superintendency of Mr. J. F. Pace, of Cerning.

—A volume of the proceedings of the National Council of Education, for 1885, can be obtained by sending *fifty cents* to the treasurer, Geo. P. Brown, Topeka, Kan.

—Alliance is trying the no-recess plan. Our recollection of boyhood experiences in a village school with no recess is too vivid to permit us to look with much favor on this feature of the "new education."

—Diphtheria has prevailed in the schools of Newark, O., to such an extent that the Board of Education deemed it best to dismiss some of the schools for a time. Impure well water is thought to be the cause.

—The fifth annual session of the Western Summer School of Primary Methods will be held at Grand Rapids, Mich., from July 19th to August 13th, 1886, under the management of Supt. W. N. Hailman, of La Porte, Ind.

—Sandusky has just opened another fine new school building, costing about \$28,000. It is built of blue limestone with facings, contains twelve rooms besides two recitation rooms, and is heated with steam and open grates.

—Commissioner Brown's annual report for the year ending Aug. 31, 1885, has been filed with the Governor. Besides the usual statistics, it contains a valuable discussion of the educational interests of the State, and numerous suggestions looking to the improvement of the schools.

—The Erie County teachers' association met at Vermillion, Jan. 9. H. A. Myers, B. B. Hall, Mary E. Shebley, C. K. Smoyer, Mrs. Alston Ellis, Cora Kinney, W. H. Mitchell and Alston Ellis are the names which appear on the program.

—The Edinburg correspondent of *The London Times* is authority for the statement that, at the late election, nearly 2,000 of the electors who went to the polls in the counties of Ross and Cromarty were unable to read. This does not accord with the popular estimate of education among the Scotch.

—At the suggestion of the School Commissioner, the board of examiners of Preble County have adopted, as a standard for teachers' qualifications in theory and practice of teaching, the text-books authorized by the Ohio Teachers' Reading Circle. F. M. DeMotte, C. C. Miller and F. S. Alley, examiners.

—Superintendent N. A. Calkins, of New York, the President of the National Educational Association, writes that those attending the annual meeting at Topeka, next July, will be able to visit Denver by the payment of \$21.50 in addition to price of regular ticket. Half fare rates have been secured for excursionists to Salt Lake and other points in the far West.

—A meeting of the National Educational Association, Department of Superintendence, will be held at Washington, D. C., Feb. 23, 24, and 25. Ohio is well represented on the program, the names of Dr. E. E. White, of Cincinnati, Dr. John Hancock, of Chillicothe, Hon. L. D. Brown, of Columbus, and Supt. John W. Knott, of Tiffin, appearing on it. Supt. C. C. Davidson, of Alliance, is secretary of the Department.

—The program of a meeting of the Darke County teachers' association, held at Ansonia, Jan. 23, is as follows: "The Young Teacher," by John Francis; "The School," by August Leas; "Ventilation," by Miss Besba Garst; "Emotions as a Power in Discipline," by Miss Ella Shover; "Arithmetic in Country Schools," by John W. Ohmart; "Browsing among Books," by Miss Tillie Vaughan; "Improvement of Country Schools," by F. P. Stauffer.

—The teachers of Wayne and Medina Counties held a joint meeting at Creston, Jan. 22 and 23. Program: Evening lecture by Dr. J. S. Kirkwood; subject, "Character;" "Mensuration," F. D. Ward; "Class Exercise," Mrs. G. W. Ross; "Geography," E. F. Warner; "Moral Training," Clara B. Duval; "Education of the Conscience," Dr. W. S. Eversole; "Methods of Teaching Grammar," Arthur Powell; "History," G. Wright.

—A joint meeting of the teachers of Allen, Van Wert, Auglaize and Mercer Counties was held at Spencerville, Saturday, Jan. 23. Program: "How to Teach Grammar," Adam Hirn; "How to Teach Geography," W. G. Brorien; "Method of Teaching Literature," John Davidson; "Examinations," S. C. Patterson; "True Aim of School Discipline," J. L. Carson; "The Practical in Arithmetic," J. F. Hufford. Evening Lecture—"Two Decisive Battlefields of two Great Wars and What I Saw there, F. V. Irish.

—The Hocking County reading circle held a meeting Jan. 2, with the following program:

"How to Read," W. E. Engle; "Model Reading Lesson," A. Leonard; "Transposition of Snow-Bound," Dora Hansen; "Expulsion of the Acadians," J. Chas. Stone; "Sketches of Longfellow and Whittier," C. L. V. Burgoon; "How to Teach Literature in Country Schools," W. E. Friesner; "The Beau-

ties of Evangeline," Anna Doyle; "How to Cultivate Taste for English Literature," A. E. Price, Pres't.

—"Venable Day" was observed at the close of last term by the schools of New Vienna, Ohio. The program consisted largely of selections from "June on the Miami" and "Melodies of the Heart." A letter from Mr. Venable to the school children was read by one of the girls, and a beautiful copy of "The Teacher's Dream," furnished by the author, was presented to the "nicest little girl in the school," the choice being made by vote of the children.

—The following resolution was offered by Superintendent Jones, of Bellaire, and unanimously adopted by the Belmont County teachers' association, at a recent meeting at Bridgeport:

Resolved, that in the opinion of the members of this association the title "Professor" should not be applied in personal address or in print to any person holding the position of teacher, principal or superintendent in the public schools.

—Bills have been introduced in the Legislature requiring instruction in public schools in physiology, with special reference to the effects of alcoholic drinks, and adding this to the subjects upon which all teachers must be examined; requiring institute instructors to hold certificates of qualifications from city, county or State boards of examiners; and prohibiting school directors in sub-districts from employing teachers for a term which does not begin until after the next election of directors.

—A farmer's institute recently held at Cuyahoga Falls, after listening to an address on the needs of country schools by Supt. F. Schnee, unanimously adopted the following resolution:

Resolved, That this institute earnestly petition the General Assembly to enact laws at its present session, establishing a township system of schools, consisting of primary schools and a township high school, all the schools to be under the control of a board of education elected by the township at large, and the instruction of all the schools to be placed under the supervision of a superintendent, who shall be an experienced and efficient teacher.

—The annual session of the Ohio Music Teachers' Association was held at Columbus, the last two or three days of December. The following officers were elected for the ensuing year: President, J. Wolfram, of Canton; first vice-president, S. C. Bennett, of Toledo; second vice-president, J. McCoombs, of Columbus; recording secretary, J. A. Porter; corresponding secretary, M. L. McPhail, of Canton; auditor, S. C. Harding, of Oberlin; treasurer, Mr. Collins, of Xenia; executive committee, Messrs. J. R. Murray, Scarritt, Glover, Singer, and Carl Merz.

—The meeting of the Ottawa County teachers' association, held at Genoa, Jan. 15 and 16, was well attended, and the exercises were unusually interesting and profitable. Miss Nellie Moore, of Defiance, delivered a lecture Friday evening on "Our Nation's Capital," and Saturday evening was occupied by a lecture on "The Practical in Education," by Supt. A. D. Beechy, of Elmore. Papers were read by C. M. Vosburg and Miss Nellie Baker, M. H. Davis treated the subject of "Tides," and Supt. R. I. Gregory explained the revolutions of the earth and the changes of seasons, by means of the tellurian. The next meeting will be held in the rooms of the Toledo Business College, April 9 and 10.

—A bill providing for the compulsory education of Indian children has been introduced in the United States Senate. It authorizes the Secretary of the Interior to place in government schools the children between eight and eighteen who belong to tribes receiving annuities from the government, and to keep them there for five years. The schools are to be manual labor schools. The boys are to be taught agriculture and stock raising, and the girls are to be trained in housekeeping.

—The program of a meeting of the Trumbull County teachers' association at Warren, Saturday, Jan. 30, is as follows:

Inaugural, Prest. M. A. Reed, Girard, Ohio.

Query Box.

Discussion: Question—Township or County Supervision. Which? Township Supervision, L. H. Hulin, Greenford, O. County Supervision, F. H. Battles, Niles, O.

General Discussion of the above question.

—The Jackson County teachers' institute was held at Jackson, the week beginning Dec. 28. The enrollment reached 175. A program of exercises for each session was arranged beforehand, Prof. F. V. Irish, the only regular instructor, conducting one exercise each half-day. The remaining exercises consisted of discussions and addresses on a great variety of subjects, by members of the institute and others. There were five evening sessions, filled up with debates, lectures, music, etc. An enthusiastic interest prevailed throughout the term.

—The meeting of the North-Western Ohio Teachers Association, announced in our December number, was held at Defiance, Dec. 28 and 29. The program as heretofore printed was carried out, with very slight modification. Every paper named in the program was presented.

A resolution in favor of township organization was introduced, and after an animated discussion, was adopted.

A resolution in favor of uniform questions for the examination of teachers in all the counties, the same to be prepared by a central committee or a State board of education, was lost by one vote.

Officers for the ensuing year were elected as follows: President, C. W. Butler, Defiance; vice-president, Miss Emma Paddock, Sandusky; secretary, Miss Mabel Cronise, Toledo; executive committee, J. M. Greenslade, Lima, S. F. DeFord, Ottawa, J. W. Carson, Wapakoneta.

The next meeting will be held at Lima, Dec. 28 and 29, 1886.

—A meeting of the Ashtabula County teachers' association will be held at Andover, on Saturday, Feb. 6. The principal features of the program are: "Music; its Place and Importance in the School-room," by Supt. H. S. Foote; "Absence and Tardiness," by Supt. Geo. B. Haggett; "Teaching *versus* Telling," by ex-Supt. A. Pickett; and "Question Box," by Prest. R. S. Thomas.

—The Knox County teachers' association met at Danville, O., Jan. 9, 1885.

The association endorsed the following resolutions adopted by the State convention of Examiners:

1. That none but professional teachers should examine teachers.
2. That the examination fee should be raised to \$1.

3. That all the money received for examinations should be devoted to the summer institute.

That a State Board of Education should be appointed.

The resolution to restore the six months' certificate was not approved by the association, on the ground that it would be a move backward.

J. D. Simkins, of Centerburg, read a paper entitled, "That Boy of Yours ;" J. Van Horn explained his method of teaching Primary Arithmetic ; Dr. Tappan, of Gambier, spoke on the subject of "Ungraded Schools." KATE.

—The magazine called *Education*, founded, and conducted hitherto, by Thomas W. Bicknell, has been sold. It is now owned, edited, and published by William A. Mowry, of Boston, whom the old editor introduces to his readers as "an educator of large experience, of sound views, and of an earnest Christian faith." The magazine, under Mr. Bicknell's management, has been ably conducted and has occupied a field largely its own. The new conductor proposes to enlarge its scope somewhat, so as to include "practice and method as well as theory and principle." It is not to be confined "too rigidly to professional matters," but "lighter articles of a high literary character" are to be admitted. It will appear on the first of each month except July and August, instead of bi-monthly as heretofore. May it prosper and do valiantly.

—Senator Ingalls has introduced in the Senate of the United States a bill to establish a national university in the District of Columbia. It provides for a Board of Regents and a grant of \$5,000,000. The principal features of the bill are as follows :

The Treasurer of the United States shall be treasurer of the university. No chair for instruction sectarian in religion or partisan in politics shall be maintained, and no sectarian nor party tests shall be allowed in selecting officers or professors. Chairs or faculties may be endowed by gift, bequests, etc., but no amount less than \$100,000 shall be considered an endowment. Instruction shall be as nearly free as is consistent with the income. No person shall be admitted for regular study and graduation who has not previously received the degree of bachelor of arts, or a degree of equal value, from some recognized institution. States and Territories shall be entitled to scholarships in the ratio of one for each Representative or delegate and two for each Senator. These scholarships shall secure free instruction for five years. The Governor of each State shall nominate candidates for life scholarships, and each State and Territory shall be entitled to one life scholarship. Two classes of fellowship are established, one open to graduates best acquitting themselves, and the other open to learned men of all nations who merit distinction.

It is a very laudable scheme, which we would rejoice to see carried out.

—The seventeenth annual meeting of the Ohio College Association was held at Cleveland, opening Monday evening, Dec. 28, and continuing through Tuesday and Wednesday. The following brief report of the proceedings is condensed from the *Cleveland Leader* :

Dr. Carroll Cutler, president of the association, delivered an inaugural address, taking for his subject "The Ethical Element in Education." The ethical element in human nature is that which pertains to duty. It is man's pre-eminent characteristic, and it brings man into the image of God. The ethical is as much a matter of growth and training as the intellectual. The prevailing tendency in the public mind is to regard book knowledge and mental training as the only important education. The attitude of the public mind on the whole ethical question is about such as was indicated a few years ago when a

measure establishing a national university in Ireland was under discussion in the British Parliament, where it was actually proposed by the government to exclude from the curriculum all religion, morality, and modern history, as being rather matters of sect or party politics, about which the minds of the young ought not to be exposed to any bias.

We need wise instruction to secure the best ethical development. Some studies are ethical in their very nature—studies which involve the actions and sentiments of men, requiring the student to criticise and judge them in their moral character and bearing. Herein lie the charm and value of biography and history, and the soul of literature. There are also studies like psychology, philosophy, and political science, which take up directly the nature and relations of man—a class of studies which should be obligatory in all our higher institutions of learning.

The speaker protested against the modern innovation of giving up the government of a college to the students, as pernicious in its tendency. The college should be governed as the church, the family, or the club. Words of advice from a teacher are like kind words from a father or a mother, and moral restraint and constraint are just as important in training as moral knowledge. The fact that a youthful sinner will have to bear the consequences of his sin is no reason why he should not be admonished. But it is not my purpose to discuss college government, or how it should be carried on. We need wise instruction to secure the best development of the ethical element. A teacher may be a good chemist, or a good engineer, but he must also be a good man. A wrong-minded teacher will not get good out of any study.

The ethical is the highest and deepest thing in man. This whole material world in which we live is full of a moral power, and moral working wherever man comes in contact with it. This all-prevailing ethic can not be deceived, or bribed, or outwitted. Happy is he who is in deep harmony with it in all his feelings and purposes.

The subject was further discussed by Dr. Schuyler, Superintendent Hinsdale, and Professors Kirkwood, Owen and Ellis.

Several interesting and valuable papers were presented and discussed. The study of classics, the relative importance of lectures and laboratory work, post-graduate studies, the relations of high schools and colleges, and elective studies were among the more important topics considered.

In discussing the question of the relations of high schools and colleges, several speakers expressed the hope that some steps might be taken in the direction of harmonizing the courses of study of the two institutions. A committee was appointed to devise a plan for the admission of high school graduates to college without examination.

The following officers were elected for the ensuing year: President, J. D. Cox, of Cincinnati University; vice-president, S. F. Scovel, of University of Wooster; secretary, Professor A. A. Wright, of Oberlin; treasurer, Professor L. H. McFadden; members of Executive Committee, F. L. Garst, of Otterbein University, and C. L. Herrick, of Denison University.

—MEETING OF SCHOOL EXAMINERS.—(Our limited space compels us to condense the secretary's report of this meeting.—Ed.)

In pursuance of the call of the School Commissioner, a meeting of school examiners was held at Columbus, Dec. 30, 1885. Hon. L. D. Brown called

the meeting to order and stated briefly its object, urging the importance of a permanent and effective organization. He also named temporary officers as follows: President, A. B. Johnson, of Avondale; vice-president, A. C. Deuel, of Urbana; secretary, S. F. DeFord, of Ottawa; assistant secretary, Perry Van Bone, of Waynesville; treasurer, Elias Crum, of Holmes Co.

It was agreed to take up the topics named in the Commissioner's circular in their order.

B. F. Dyer, of Batavia, read a paper on the question of so amending section 4069 of the statutes as to make none but practical and professional teachers eligible to the office of school examiner. He presented arguments both for and against, closing with an earnest appeal against the use of this office by probate judges to advance their political fortunes. Only those should be appointed who have proven their fitness by successful school work.

Mr. McVey, of Monroe Co., said that teachers are able to take care of themselves, and it is time for them to demand recognition. Teachers only should examine teachers.

A. C. Duel supported the measure, holding that it is one step toward recognition.

Dr. Stevenson, of Columbus, claimed that there is an advantage in having other professions represented on examining boards, as a defense to the professional teacher against the charge of favoritism.

The discussion was continued by Dr. Hancock, of Chillicothe, and W. J. Patterson, of Dayton, in favor of the measure, and by Major White, of Springfield, J. W. McKinnon, of London, and Mr. Longbon, of Jackson Co., in opposition.

The proposition was carried by a vote of three to one.

A committee on constitution and the nomination of officers was appointed, consisting of W. G. Williams, W. J. White and G. W. Welch.

The discussion of the second question, Should the examination fee be increased to one dollar? was opened by L. D. Bonebrake, of Athens, and was continued by Mr. Longbon, Mr. Smith, of Wyandot Co., and Dr. Hancock.

On being put to vote the measure was carried unanimously.

Commissioner Brown, by general consent, presented the subject of graded schools in townships. He also moved the appointment of a committee to prepare a syllabus of institute work. The chair appointed Drs. Hancock and Stevenson, and J. W. Knott, of Tiffin.

The question of using all the examination fees to defray the expenses of county institutes was decided in the affirmative without a dissent.

There was an animated discussion over the fourth proposition, to have all the questions for county examinations prepared by a State board of education. The motion to adopt this measure was lost.

At the evening session the committee previously appointed reported the following constitution, which was adopted:

CONSTITUTION.

I. This organization shall be known as the Association of Ohio Teachers' Examiners.

II. The officers shall consist of a president, a vice-president, a secretary, a treasurer, and an executive committee of three, to be elected annually.

III. The meetings shall be held annually, subject to the call of the executive committee.

IV. The objects of the association shall be to elevate the standard of teaching, to unify the methods of examination, and to recommend needed legislation in these directions.

The committee also reported the following officers for the ensuing year:

President, A. B. Johnson, Hamilton Co.; vice-president, A. C. Deuel, Champaign Co.; secretary, S. F. DeFord, Putnam Co.; treasurer, F. B. Dyer, Clermont Co.; ex. com., R. W. Stevenson, W. J. White, G. W. Welch.

The fifth topic was introduced by R. W. Stevenson, who offered the following resolution:

Resolved, That county examiners be urged to encourage the O. T. R. C., and that those teachers having general culture, who are certified as having taken the reading course, be regarded with special favor when applicants for certificates.

This resolution, and the general proposition to adopt as a standard in theory and practice the books on that subject recommended by the Ohio Teachers' Reading Circle, were adopted unanimously.

The sixth question, Shall the six-month certificate be restored? was taken up and the discussion was opened by S. F. DeFord, who favored the restoration of the old law. After further discussion the question was put to vote and lost.

On motion of Dr. Williams, of Delaware, a committee, consisting of A. B. Johnson, L. D. Brown, R. W. Stevenson and S. F. DeFord, was appointed to prepare bills embodying the four propositions agreed upon, submit them to the Legislature and urge their passage.

There were fifty-three examiners present, representing thirty-nine counties.

A. B. JOHNSON, Pres't

S. F. DEFORD, Sec'y.

PERSONAL.

—C. R. Long, formerly of Zanesville, O., has been doing institute work in Wisconsin.

—Supt. C. C. Davidson, of Alliance, has an institute engagement in Huron County for the last week in August.

—Miss Ella M. Lewin, one of the most faithful and successful teachers in the schools of Newark, O., died recently of diphtheria.

—J. O. Caldwell, principal of the South Salem Academy, reports a pleasant and prosperous year. The fall term closed with forty-six pupils.

—D. C. Arnold, formerly superintendent of schools at Westerville, Ohio, is now in charge of the public schools of Cleveland, East Tennessee. He undoubtedly finds a very different educational atmosphere from that he left, if we may judge from what we saw in Tennessee last summer.

—Miss Mary A. Fanning, teacher in the grammar department of the schools of Napoleon, was very pleasantly remembered by her pupils at the recent holiday time. At the close of the term, the day before Christmas, she found on her table a set of the complete works of George Eliot, in six finely bound volumes.

—Supt. O. T. Corson, of Granville, O., but formerly member of the Preble County board of school examiners, has been re-employed to do institute work in Preble County next summer. His work of last year was highly satisfactory to the teachers, and they heartily endorse his re-employment. G.

—Supt. E. A. Jones, of Massillon, is slowly recovering from an attack of inflammatory rheumatism, and is now able to be on duty most of the time. We failed to hear at the time of a very pleasant surprise to Mr. Jones two months ago. The teachers associated with him called at his residence and presented him a fine easy chair.

—Superintendent Carruthers, of Salem, is giving a course of talks on the silver question, before the G. A. R. post of that place, of which he is a member, having served as an officer in the army for nearly three years, in the department of the Gulf. He has given the money question considerable attention, both at home and abroad.

—Rev. F. M. Spencer is soon to retire from the presidency of Muskingum College. President Spencer was fifth in age of eight members of the same family, all of whom attended, at the same time, a country school taught by the editor of this magazine about thirty-five years ago. The *Guernsey Times* names Rev. David Paul, D.D., a former president of the institution, as the successor of Mr. Spencer.

—Rev. John W. Hall, D.D., for several years president of Miami University, has recently gone to his reward. The funeral services were held at the First Presbyterian Church, Covington, Ky., January 6. His remains were borne by eight of his old students. His portrait was placed in the old chapel, at Oxford, by the alumni, in June last.

—The *Omaha Bee* speaks in very complimentary terms of the work Superintendent M. H. James is doing in that city. Political strife and petty wrangling, which formerly prevailed, have given place to harmony and co-operation on the part of the board, superintendent, teachers and people; and the happy change is attributed in large measure to the ability, tact and hard work of the superintendent.

BOOKS.

Elements of Psychology, with Special Application to the Art of Teaching. For the Use of Normal Schools, High Schools, Teachers' Reading Circles, and Students generally. By James Sully, M. A. New York: D. Appleton & Co. 1886.

What the study of anatomy and physiology is to the physician, the study of psychology should be to the teacher. It is fundamental and essential. This pamphlet of 130 pages is part of the author's abridgment of his larger work, "The Outlines of Psychology." The work was undertaken, at the suggestion of the publishers, for the special benefit of teachers. In advance of the completion of the work, the first part is issued in this form to meet the immediate demand of reading circles and others. A brief examination gives us a very favorable impression of the work.

The Leading Facts of English History. By D. H. Montgomery. Published by Ginn & Co., Boston.

This work consists of chronological summaries, outlines, statistics and brief descriptions of leading events, forming an excellent frame-work for a full knowledge of English history.

(Other book notices crowded out.)

—THE—

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—AND—

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SAMUEL FINDLEY, EDITOR.

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HIGHER EDUCATION AND THE STATE.

BY PRESIDENT W. H. SCOTT.

(Abstract of a paper read before the Eastern Ohio Teachers' Association, at the session held in Canal Dover, Nov. 27 and 28, 1885.)

It is my purpose to discuss the relations of the state to higher education. In doing so I shall ask and attempt to answer two questions :

I. Does the true idea of the functions of a state include the encouragement and support of higher education ?

II. Is the condition of higher education in Ohio such as to render such encouragement and support desirable and expedient ?

To guide us in the answer to the first of these questions, let us ascertain for what ends civil government exists and what offices it may legitimately and rationally assume. What is civil government? It is simply the organ of society, by means of which the people as a whole are able to express and enforce their will.

1. A government exists for the protection of rights.
2. A government may do whatever is necessary to its own protection and preservation.
3. It may do whatever intimately concerns its own prosperity and welfare.

4. It may care for the disabled and infirm who have no other dependence.

5. It may execute or aid in executing enterprises of general advantage which are too vast for private resources.

6. It may undertake enterprises of public concern which can be conducted more efficiently and conveniently by its agency than by private management.

7. It may found and foster enterprises the value of which is not appreciated by the general public.

Each of these propositions furnishes a basis for the vindication of state support to higher education.

1. In no way can the state so effectually provide for the security of individual rights as by furnishing instruction in those broad principles of duty which underlie all the laws and institutions of men, and by diffusing those sentiments of righteousness which lead men to regard as sacred whatever belongs to their fellow-men. And in no way can such instruction and diffusion be so effectually accomplished as by a well ordered system of education. That system should especially reach those who will be best educated, for their influence will become the most powerful agency to deepen and extend these principles and sentiments in society.

2. Educational institutions of high rank are among the strongest defenses of a nation. Intellectual power, wisdom, morality, all of which are the fruits of sound education, are the surest safeguards that can be built by any people.

3. The existence of institutions of learning that afford the best possible advantages, intimately concerns the welfare and prosperity of the state. Her welfare and prosperity depend on the intelligence and morality, the happiness and prosperity of her people. Men raised to the highest rank of manhood, "with all their proper sentiments and sensibilities alive in them," endowed, educated, inspired with pure and lofty aims,—these are the foundation, the substance, the crown, and the glory of a state.

4. If it belongs to the state to provide for the disabled and pauper classes, it belongs equally to the state to promote the cultivation of those sciences and that intelligence by which accident and disease and poverty are most surely prevented.

5. If it belongs to government to execute or to aid in executing undertakings of general advantage but of too great magnitude for private enterprise, a great college or university deserves to stand among the very first of such undertakings.

6. Such an institution is one of those enterprises of public concern that can be more efficiently and economically conducted by the government than by private management. The superiority of state management in higher education is seen in the unequalled rank and influence of the great European universities. That Ohio can perform such duty well is shown by what she has done in her lower schools and in her benevolent institutions.

7. This enterprise is one the value of which is but little appreciated by the public. Yet for that very reason the state ought to hasten to accomplish it. This lack of appreciation indicates a defect which the state should speedily repair.

Let us now consider the question, Is the condition of higher education in Ohio such as to render encouragement and support by the state desirable and expedient?

The state has already done something to promote higher education, by providing for the existence of high schools. With these may be mentioned the normal schools of our leading cities. Private enterprise has established other normal schools, and private benevolence, prompted by religious and church zeal, has founded colleges. For some of these colleges there is a fair prospect of growth. They belong to denominations that are strong in numbers and wealth, and there is reason to hope that they will receive donations and bequests far exceeding those of the past.

But Ohio ought to have a great university, a university ample in its material resources, strong in the learning, ability and character of its faculty, liberal and complete in its courses of study, to which the graduates of our best high schools might resort to prosecute an advanced course in arts, philosophy, or science, and so broad in its foundation and so extensive in its scope that the graduates of our present colleges also might find in it the means of pursuing special courses in any department of human knowledge.

Such an institution is needed for the sake of its influence on lower education. As the present high schools and colleges send down their light and warmth into all the schools below, and attract upward the ideals and aims, the hopes and efforts of teachers and pupils, so this highest school is needed to inspire the high school and the college. It would raise the standard and improve the quality of their instruction. It would surround them with a more bracing air, and unfold before them a wider and more inciting prospect.

Such an institution is needed for the sake of its influence on society. The conditions of society among us are singular, and, I am compelled to say, I believe them perilous. One source of peril lies in the vague

and unsettled relations between the general government and the state governments. Another source of peril is the promiscuous population which our immense field of undeveloped resources, our liberal institutions, and our indiscriminating encouragement of immigration have attracted to our shores. All who have had reason for discontent in the land of their birth have found here a welcome and a home. The restless and the adventurous, the ignorant and the degraded, the pauper and the criminal, have flocked to this land of promise. They have mingled with our people and have poured their blood and their character into the veins of our national life. They have brought with them the opinions, the prejudices and the habits of generations. We have proved more receptive than they, and, instead of impressing on them our best ideas and modes of life, we have had impressed on us ideas and modes of life that were bred under the worst conditions of society in the old world.

To all these people we have committed the ballot and have thrown open the avenues to all grades of political power. Not only have they by these means secured an influence in the ratio of their number, but, by corrupting the ballot and by abusing patronage and power, they often succeed in snatching authority from rightful hands.

Crowded populations in large cities and over extensive mining and manufacturing districts are concentrating the worst elements of society. The poor are becoming more numerous. Wealth is accumulating in the hands of the few, and its power for evil is thus becoming greater and more far-reaching. As a consequence of these things, commercial revulsions, which seem destined to recur with something like periodic certainty, must cause, at a rate of positive acceleration, more severe and wide-spread suffering.

It requires no seer's vision to discern in these conditions the possibility, nay, the imminent danger, of tremendous social and political convulsions. They form an enormous magazine of combustibles, and it requires only the application of the torch, in some hour of wild excitement, to produce a most destructive conflagration. Already the cry of warning has more than once sounded in our ears. The rebellion was such a warning. The railroad riots of 1877 were such a warning. The red flag of socialism, defiantly displayed in some of our chief cities at this hour, is such a warning.

How are our social and civil institutions to be preserved from these threatening calamities? I believe that there is but one way. The protection of society must come from within. Safety must be found in the prevailing intelligence, morality and loyalty of society itself. To secure these there must exist in society a numerous and powerful con-

servative body. We have long had a conservative body constituted by the wide distribution of wealth. We need another based on intellect and virtue,—a great body of leaders of thought, men of large intelligence, of comprehensive views, active in affairs, uncompromising in principle, and loving their country and their kind with unfaltering devotion.

How shall such a body be formed and perpetuated? One of the means, and a means which may be pronounced indispensable, is the founding of institutions of advanced learning. Men of the first ability and influence, in nations of high civilization, usually spring from such institutions; and even those who do not, nevertheless depend for their eminence on those conditions of society, on that development of knowledge, that diffusion of thought, that attrition of mind, which only powerful institutions of learning can create.

Such an institution would, in time, produce a body of learned men, men of speculation and research. It would produce a body of literary men, men who would plant on this noble soil a new literature, creative and critical, and rich in history, essay and poetry. It would produce a body of teachers, men who would carry the culture and power derived from their training to the schools of every kind, to the pulpit, to the bar, to the newspaper, to every agency of public instruction. It would give to the government a class of men educated for its service, versed in the principles of politics and jurisprudence, and qualified to perform intelligently the duties of legislation, of diplomacy, or of administration.

These are the conditions under which abilities of the first order are likely to attain their greatest development, and genius is apt to shine in its fullest splendor. These are the conditions under which the common mind may be expected to emerge into a larger and clearer intelligence, while minds of moderate powers and superior advantages will feel a constant impulse toward the higher ranges of thought, and the number of real students and thinkers will be greatly increased.

The need for an institution of the highest class in Ohio to meet these great wants is not yet supplied. Because it is not supplied, large numbers of our young men are attracted from the very doors of our own colleges to the institutions of other States. Ohio ought to create an institution that would complete and crown her system of public instruction, and open to her children the opportunity of acquiring at home that liberal and thorough culture which they must now seek abroad. She should provide a university for the whole people of the State; one that will take the best minds of the colleges and raise them to the highest eminence of scholarship and intellectual power; one

that will bring together some of the foremost intellects of the age as teachers and examples and stimulators of our youth; one that will be a repository of learning, a creator of new knowledge, a conspicuous and glorious luminary, whose broad and beneficent beams will fall with equal blessing on the lowly and on the great, on men of every class and of every denomination, and will spread over the whole land the light of intellect and the light of truth.

WHAT IS A DECIMAL FRACTION?

DEAR EDITOR:—A few words in reply to your correspondents in the January number of the MONTHLY, for whose abilities I have the profoundest respect, but with whose conclusions I propose, nevertheless, to differ.

Is not the form of expression an essential part of the idea of a decimal, or a decimal fraction, as accepted in the world of arithmeticians and in the world at large? Is not the *expression* the very gist of a decimal? Can a decimal in its accepted sense exist independent of the form of expression on "black-board, slate or paper?"

Whilst it may exist in the "mind," does not the concept that corresponds to the term decimal necessarily involve a mental picture of the concrete or decimal form of expression? If you rob the decimal of its peculiar form of expression, or the concept of the mental picture of that expression, do not both decimal and decimal concept cease to be, as such? Are they not thereby immediately relegated to the domain of common fractions, with nothing to distinguish them from other common fractions, by virtue of which they should be dignified by a specific name, or possibly further back to the genus fractions with no specific term, either common or decimal, properly applicable to them?

Whilst tenths, hundredths and thousandths are "numerical quantities," "verities," existing in fact and did exist "before" the invention of the decimal form of expression, does it follow from the simple fact that they are decimal divisions of a unit that they are, therefore, decimals or decimal fractions, in the accepted sense of these terms, independent of the form of expression? Is not any definition of a decimal based simply upon the decimal divisions and that ignores the expression, defective? Does not such definition fail to convey the characteristic idea of a decimal? Is not, therefore, Olney's definition, which turns upon the expression, correct? Is not the Britannica right in basing the distinctions, common and decimal fractions, on the notation, the manner of representation or form of expression?

Whilst a fraction may be defined as one or more than one of the equal parts of a unit, or better, any number of the equal parts of a unit, whether expressed in words, or expressed in figures by using both terms, as in common fractions, or expressed in figures by writing the numerator only and indicating the denominator, as in decimals, is there any "surplusage" in the definitions which say that a common fraction is one that is expressed in figures by using both numerator and denominator, that a decimal is one or more than one of the decimal divisions of a unit expressed without the denominator by means of the decimal point, and that a duodecimal is any number of the duodecimal divisions of a unit expressed without the denominator by means of accentual indices ? Would these definitions be correct if anything were omitted ? These are the questions for consideration.

The whole matter seems to turn on what constitutes the differentia of a decimal in its usual and accepted signification. Is it simply the decimal subdivisions of a unit ? or is it the form of expression rendering it possible, by the omission of the denominator, to perform the fundamental operations after the manner of integers rather than by the more difficult processes of common fractions ? Granting that both are to some extent differentiæ, can there be any question as to which is *the* differentia ?

Why was a specific name given to decimal fractions, and to what is this specific name properly applied ? There might be a possible scheme of classification of fractions like the following :

Fractions.	{	Binary, as, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, etc.
		Ternary, as, $\frac{1}{3}$, $\frac{1}{9}$, etc.
		Quinary, as, $\frac{1}{5}$, $\frac{1}{25}$, etc.
		Denary or Decimal, as, $\frac{1}{10}$, $\frac{1}{100}$, etc.
		Duodecimal, as, $\frac{1}{12}$, $\frac{1}{144}$, etc.
		Vicesimal, as, $\frac{1}{20}$, $\frac{1}{400}$, etc.
		Sexagesimal, as, $\frac{1}{60}$, $\frac{1}{3600}$, etc.

We might conceivably call $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, etc., binary fractions because of the binary divisions of the unit, or because of the increase of the denominator in a two-fold ratio, the divisions of an hour and a degree sexagesimal fractions, and so on through the series. We might call the English division of the pound, shilling, and penny, respectively, into twenty, twelve and four parts, a vicesimal-duodecimo-quarto fractional division of the money unit.

In the narrow sense involved in the above scheme or classification, based simply upon the divisions and sub-divisions of the unit, it would be correct to define a decimal fraction as one or more than one of the decimal divisions of a unit, or as a fraction whose denominator is some power of ten, or more simply *one* with ciphers annexed. A similar

definition would do for duodecimals. In this narrow sense $\frac{1}{10}$, $\frac{1}{100}$, etc., might be considered decimals, and $\frac{1}{12}$, $\frac{1}{144}$, etc., duodecimals. But is this the sense in which these terms are generally used? Is this all they mean? Is this what they specifically mean?

Would these specific terms have come into general use simply to indicate the divisions of the unit? Why more than the other terms in the supposed classification that are not in general use?

Although the terms decimal and duodecimal are derived from the division of the unit, have they not come into use simply and only from the necessity for terms to designate a class of fractional quantities expressed not in the common form or manner, but in the decimal or duodecimal form, and, by virtue of their notation, susceptible of being added, subtracted, multiplied and divided in a manner different from the operations in common fractions?

In the truest, most specific and accepted sense of these terms are they applicable to any other than fractional quantities expressed in the decimal or duodecimal form?

Is it not evident that in this accepted sense $\frac{1}{10}$, $\frac{1}{100}$, etc., are not decimal fractions, and that operations with them in these forms are simply operations in common fractions, that they are decimals only when expressed in the decimal notation, .7, .07, etc.; that $\frac{1}{12}$, $\frac{1}{144}$, $\frac{1}{1728}$, etc., are common fractions, and that no one would dream that in operating with them in these forms, he was operating in duodecimals, that they are duodecimals only when expressed in the duodecimal form, as γ' , γ'' , γ''' etc?

Ordinary classification, based on, and made necessary by, difference in notation:

$$\text{Fractions} \left\{ \begin{array}{l} 1. \text{ Common.} \\ 2. \text{ Decimal.} \\ 3. \text{ Duodecimal.} \end{array} \right.$$

Dropping the interrogative form of argument, we submit that these co-ordinate terms are definable by referring them back to the generic term fractions, and by giving their differentia, and that this differentia is the notation rather than the division of the unit; that fifths, sevenths, etc., are no more common divisions of the unit than tenths, hundredths, etc., and, therefore, that this cannot be the origin of the term common; that γ -10 and $\frac{1}{12}$ are but trifling variations from the one common form of fractional notation, viz: $\frac{1}{10}$ and $\frac{1}{12}$; and that .7 and γ' are exceptional forms of notation which have given rise to all three of these specific terms, and that if these exceptional forms of notation should ever become obsolete, the terms common, decimal and duodecimal would themselves become obsolete, as there would no

longer be any occasion for their use, the generic term fractions answering every desirable purpose. In defining a term, will it do to omit the differentia that is the very occasion of the use of the term, and without which the term would not be used at all ?

We submit, in conclusion, that any definition of a decimal that ignores the form of expression is faulty, that it is no definition at all, that it utterly fails to convey a correct idea of the accepted signification of the term decimal ; that $\frac{7}{10}$ is as much a common fraction as $\frac{3}{4}$; that $\frac{7}{10}$ is not a decimal fraction except in the narrow sense of a classification and definition based on the decimal subdivisions of a unit which, as we have said, would never of itself have given rise to the use of the term ; that .7 is a decimal both on the basis of decimal division of the unit and the form of expression ; that "seven tenths," "twenty-five hundredths," and "forty thousandths", expressed in words oral or written, may be the representation of either a common or a decimal fraction, or neither, dependent entirely upon whether we associate with the concept in the mind the common-fractional or the decimal form of expression, or no form at all, the numerical quantity represented in either case being the same.

We further submit that when "a pupil writes on the board .75, and speaks or thinks *seventy-five hundredths*," he, in all probability, speaks or thinks a decimal fraction ; but, when he writes $\frac{75}{100}$, and thinks or speaks *seventy-five hundredths*, he with equal probability speaks or thinks a common fraction ; that he may even speak or think seventy-five hundredths without speaking or thinking either a common or a decimal fraction, but simply a fraction, the numerical quantity in either case being the same ; that he may even speak or think of the 75 as an integer, forming no part of a fraction, but simply expressing the number of hundredths.

We submit that the expression, *the decimal seven-tenths*, always calls up the concept .7 ; that the *common fraction seven-tenths* calls up $\frac{7}{10}$, and that seven-tenths unqualified may call up either or neither, but simply a fraction, and that seven-tenths, or seven tenths without the hyphen, may call up seven as an integer, forming no part of a fraction ; that although "7 decimeters, $\frac{7}{10}$ meter and .7 meter" all express the same part of a meter, it does not follow that these expressions are, therefore, all decimals ; that whilst .7 meter is a decimal, $\frac{7}{10}$ meter is a common fraction, and that 7 in 7 decimeters is an integer, although all express the same numerical quantity, and that it would be scarcely more reasonable to call $\frac{7}{10}$ meter a decimal expression than it would be to call the 7 in 7 decimeters a decimal. All of which is respectfully submitted.

If these conclusions are not valid and based on correct premises, why not ?

W. W. ROSS.

Jan. 15, 1886.

HIGGLEDY-PIGGLEDY.

BY GEO. W. WELSH.

A young teacher said to me, a few days ago, that he had been reading during the past year several educational journals and two or three books on teaching, but felt that he was not profited by this reading as he had hoped to be, on account of the antagonistic views of writers on some important subjects discussed in the periodicals and books he had been reading. Judging from his conversation, his state of mind can be best illustrated by a story frequently told here.

Many years ago, two young attorneys of this town went into the country to try a case before a justice of the peace. The witnesses were examined, after which the attorney for the plaintiff began his pleading. The justice gave close attention to the speaker, and as the young disciple of the law waxed eloquent he saw that he was making a good impression for his cause upon the court, for the justice was nodding his assent to the arguments; and when the attorney closed his address with a thrilling peroration, the dispenser of justice not only *nodded* his approval, but said audibly, "yes, yes, you are right."

The counsel for the defendant now took the floor to argue his side of the case. The justice said, "Mr. H——, you need not make a speech; my mind is made up, and you need not say anything." The lawyer, however, insisted on his privilege, and the justice reluctantly consented that he might make a "short speech." At first the justice put on a look of indifference to what he was saying; but this attorney did not propose to be outdone by his rival for honor before this rustic court. He too grew eloquent. The look of indifference on the face of "his honor" gave place at first to one of surprise, and at last to a look that showed that he was undergoing a change of mind. Again he gave the nod of assent, and as the lawyer closed with a fiery burst of eloquence the excited justice exclaimed, "you are right, by George, and I am ready to decide in your favor." "Hold on," said the counsel for the plaintiff; "it is my right to close the argument. Wait until you hear me again." After some wrangling he was permitted to speak again. Again the justice put on the look of indifference, but the lawyer, fully aware of the importance to his cause of again convincing the court, grew doubly eloquent and impressive. With a look of bewilderment the justice sprang to his feet and exclaimed in a loud voice, "Mr. W——, you stop right there, you get me all higgledy-piggledy." Thus ended the trial.

The mind of the teacher referred to seemed to be all higgledy-piggledy. Is it not true, Mr. Editor, that there is so much that is con-

tradictory, so much criticism of organization, plans and methods, in most of our school journals, that the young teacher is at a loss where to look for intelligent guidance or assistance in his work. And I have recently read that those persons in England who are opposing free public schools in that country draw their arguments largely from public utterances of some of the leading educators of this country.

In a recent number of *Intelligence*, in an article by Abram Brown, principal of the Columbus high school, on the "Pumping Process" in school, he says, "The pumping spoken of is not questioning but filling (trying to), or *cramming*, as it is generally called. Teachers do not like to do this kind of work. Teachers prefer training to pumping. Can they do it and meet the demands upon them? Occasionally a teacher will let the pump-handle go and set about training, but in a few days she says 'this will not do. There is an examination not far ahead, covering so many pages in arithmetic, grammar, geography, history, music, drawing, spelling, etc. etc., I have no time for training.' So it is pump and examine, pump and examine." In the same article Mr. Brown says, "Teachers feel that their pupils must make the grade required, and pumping is the result; but the pupils are not thus educated. Such education is a deception, a fraud, and any system that fosters it should be abolished or undergo a radical change." In the number of *Intelligence*, just quoted from, the editor, Mr. Vaile, says, "We confess we would like to witness a regular Donnybrook Fair on this question of school examinations, and to see daylight let into every head that can't find a way of conducting and inspiring a system of schools without stifling them by the usual examinations for promotion."

Now, something on the other side of the question: A book has been recently published in this country, entitled "Lectures on Teaching", by J. G. Fitch, M. A., Assistant Commissioner to the late endowed School Commission, and one of her Majesty's inspectors of schools. These lectures were delivered in the University of Cambridge, England. The *New England Journal of Education*, uses the following language with reference to this book. "This is eminently the work of a man of wisdom and experience. He takes a broad and comprehensive view of the work of the teacher, and his suggestions on all topics are worthy of the most careful consideration. The *Saturday Review* closes a complimentary notice of this book as follows: But perhaps Mr. Fitch's observations on the general conditions of school work are even more important than what he says on this or that branch of study." From this book we quote as follows, on written examinations:

"We have now to consider the use of written examinations. For the moment we will put out of view the fact that they are the chief means whereby outside bodies estimate the work of schools. We cannot escape the consideration of examinations as a means of selection and awarding the prizes of life. Now what is it that a judicious examination in writing does for a pupil? Of course it tests his knowledge, but it is also a valuable educational instrument. It teaches method, promptitude, self-reliance. It demands accuracy and fullness of memory, concentrated attention, and the power to shape and concentrate our thoughts."

Under the head of false metaphors this writer says :

"We are told sometimes that the habit of probing children often, either by written or oral examinations, is like digging up the root of a flower to see how it grows. . . . The act of reproducing what we know and giving it new forms of expression is not an act of loosening but of fixing. There is another still more unpleasant metaphor often used in connection with the subject of examinations. They are said to encourage *cram*; and this word has come to be currently used as a convenient term to designate any form of educational work which the speaker may happen to dislike or wish to discredit. If by this term we mean dishonest preparation, hasty and crude study, a contrivance by which persons may be made to seem to know more than they actually understand, we are all alike interested in denouncing it. But it is not necessarily encouraged by examinations. On the contrary, this is precisely what every good examination is meant to detect. It is plain that this ugly term cannot apply to reading, writing and arithmetic. A child can either perform these acts or he cannot, whether he can perform them or not is ascertainable by a simple test, and if he can perform them well he has acquired an accomplishment of permanent value. He may have been unskillfully taught or taught by too slow a process, but he cannot have been *crammed*."

It is very evident that Mr. Fitch does not want to see a Donnybrook Fair on the subject of examinations. He may think such a fair is necessary to let daylight into the heads of those persons who see nothing but "fraud," "deception" and "stifling" influences in test examinations.

Lancaster, O.

Poverty and shame shall be to him that refuseth instruction : but he that regardeth reproof shall be honored.

LEARNING GERMAN.

BY J. B. MOHLER, NEW CARLISLE, O.

The question, "Why do so few Americans, comparatively, learn any thing *soul and body*?" has been asked frequently by the critics of our common school system, and it has been variously answered. But in the November number of the MONTHLY, Supt. Klemm, of Hamilton, O., asks the question with direct reference to the acquirement of another language by Americans or Englishmen; and then very ably discusses some of the difficulties in acquiring the *German language*.

Observation does not warrant the assumption that Americans, at least, do not, in considerable numbers, learn the German language so as to be able to use it with the same fluency as the average German.

It is presumed that the German who has mastered his mother-tongue bears the same relation to the Englishman who has mastered his mother-tongue, as does the less eminent German to the less eminent Englishman. Then, take, for example, a neighbor who converses with me frequently, and generally in German. He uses the language with a clearness and correctness of expression and pronunciation excelled by few native Germans. In fact, I supposed him to be a native German, until he recently told me that ten years ago he could not speak a word of German. There are only a few native Germans in this place; consequently he has not had the advantage of constant intercourse with Germans, which would make the acquisition of the language comparatively easy. Another neighbor, a German who came to America in 1866, has a much more liberal education than the former, follows the same profession with much better success, and has had the advantage of the *linguistic training which an inflected language gives*. Each has been studying very attentively the grammar of his own language as well as that of the language he wishes to learn. The German says, "I am finding a leedle more oud on the English every day."

These are exceptional and special cases I admit; but they point in the direction of what I believe to be the truth, that an American will acquire the German language and use it with at least as much fluency and accuracy as a German will acquire and use the English.

One accustomed to translating must have observed the difficulty of literal translation, and the almost impossible task of an intelligent literal translation from German to English, or the reverse. A sentence from Goethe on Shakespeare will serve to illustrate this point: "*Ich erinnere mich nicht dass ein Buch, ein Mensch, oder irgend eine Begebenheit des Lebens so grosse Wirkungen auf mich hervorgebracht hätte als die köstlichen Stücke die ich durch Ihre Güte habe kennen lernen.*" I

remember me not that a book, a man, or any an event of the life so great effects on me produced has as the precious pieces which I, through your kindness, have to know learned.

In the above it is seen that there are three words used in writing this sentence in German, which are not necessary in English. Further investigation will show that the Germans not only write, spell, and arrange their words differently in sentences, but that they think differently from the English; and that a person who speaks both languages understandingly, has two modes of thinking, and that ideas in the one language which do not find words to clothe them in the other can not be entertained by the person who has only the language in which the words are not found; that the most difficult thing to overcome in acquiring any language is to find proper expressions for the idioms not found in the mother tongue.

The question then finally assumes this axiomatic form: Is the bridge over which the German language is translated into the English longer and harder to travel than the one over which the English is translated into the German?

It is evident that he who speaks one language with the same ease as the other, will translate at sight from one to the other, with the exception of such idioms as may not find corresponding ones in the other language. Then is it more difficult to learn the idioms which are not in the mother-tongue, than to drop such and find appropriate expressions in the other language.

The systematic use of the mother-tongue is not acquired by a series of drills and *linguistic trainings*, but by imitation. Imagine, if you can, the mother of a German child going over the complex and difficult declensions of nouns and adjectives and the conjugation of verbs; then you will have the *linguistic training* which is referred to in the article. German children learn to use their language correctly long before they are able to think it through as a language, and, of course, acquire it by intuition; which means no more in German than it does in English, no more in acquiring an inflected language than an uninflected one. Does the German child get more linguistic training from "*I shall have might*" than the English one does from *I might*, from saying *der vater* instead of *the father*, or from *des messers* instead of *of the knife*? You will, no doubt, agree with me that he does not, but you will observe that in the German language there is a separate word for nearly every idea, and that word is not used to express any other idea. This is not the case in English, for many words alike in pronunciation and even in spelling mean different things.

I do not believe that German is more difficult to learn than English.

Neither do I believe that there are comparatively fewer, whose mother-tongue is English, that learn the German language correctly, than there are whose mother tongue is German, that learn the English language correctly, even among the highly educated. I do agree with the article, however, that German should be begun young, and would not raise my voice nor use my pen in any way, however humble, to discourage the learning of German in our schools. Schiller said: "He who knows no language but his own knows not his own."

I can not speak with certainty for the Englishman, but can in some degree, for the American. As Americans are of a practical turn of mind, and do not pay so much attention to ornaments, especially in language, as other nations, they find a medium of communication with Germans in the "Pennsylvania Dutch," a dialect very much like the English in pronunciation and arrangement, and like the German in thought, and therefore a very convenient and easily learned medium, which is sanctioned and used even by the educated American, to make his wants known to his German brother. An American once said to me, "Life is too short for me to learn all the forms of expression in the German language." It is a lack of patience more than *linguistic training* that keeps the American from learning German, *soul and body, idiom and all*.

HOW CAN MORALS MOST EFFECTUALLY BE TAUGHT?

BY G. S. KIMBALL.

(Read before the Delaware, O., Teachers' Reading Circle, Dec. 12, 1885.)

The public school must be regarded as the place of all others to qualify the youth in his province of duty for places of usefulness and honor, and to inculcate the great industrial, social and moral principles of truthfulness, chastity, justice, honesty, responsibility for social order, and to meet honorably the claims of life.

Intellectual development is the most prominent object of our common school instruction, yet moral training is not less important, though its results are not so immediate.

What we would term moral culture, is that which concerns the emotions, the will, the conscience, and must always be to some extent the result of the teacher's indirect tuition of manner, character, and example. No influence can be exerted in this world so great, next after God's, as that of one person directly upon another.

"The difficulties of moral teaching," says Bain, "exceed in every way the difficulties of intellectual teaching." In the child's moral nature sympathy is the ruling impulse and influence the controlling power. The teacher must be an affectionate and trusted guide, not a bundle of philosophical morals. He who makes much of a pupil's excellencies and little of his faults; who, forgetful of the past, is always summoning him cheerfully and inspiringly to new aims and efforts, exerts almost magical influence over him for good.

Unfavorable home influences must be counteracted, as far as possible at school, and the moral faculties must be called into daily exercise, until habits of right thinking result in habits of right doing; then they must not only be taught what is right, but they must be required to do what is right. What they see constantly done by those whom they respect and love, they very soon think is what ought to be done. "Whatever moral benefit can be effected by education," says Spencer, "must be effected by an education that is emotional rather than perceptive. If in place of making a child understand that this thing is right, and the other wrong, if you make it feel that they *are* so; if you make virtue loved and vice loathed; if you arouse a noble desire and make torpid an inferior one; if you bring into life a previously dormant sentiment; if you cause a sympathetic impulse to get the better of one that is selfish, if in short you produce a state of mind to which proper behavior is natural, spontaneous, instinctive, you do some good. But no drilling in catechisms, no teaching of moral codes can effect this." If moral training consisted merely in telling children what is right and what is wrong, and dealing of maxims and proverbs, like stating rules of syntax, or mathematical demonstrations; if it were enough to tell children it is wicked to lie, steal, or swear; if it would make boys truthful, and honest, to learn commandments by rote—then the teachers task would be an easy one. But the fact that true moral development depends upon complex conditions, is no reason why the whole matter should be ignored as in many schools.

It is possible for the teacher to breathe into a school, a spirit of honor, truthfulness, and honesty, that shall control every new scholar that comes under its influence. A warm heart, a genial nature, an even temper, a beaming eye, a cheerful countenance, a sincere voice, an earnest manner,—these are the potential agencies by which the teacher can win, direct, and control the pupils, while confidence is as necessary in the mutual relations of teacher and pupils as in the business world between borrower and lender.

Keep fresh in mind your own feelings, passions, emotions, impulses, sympathies and experiences when a child, then gradually supersede

this sympathy by the rule of right, while *law* must sit, though unseen herself, upon a throne of light, and wave her silent scepter over willing happy hearts. A school continued for a series of years in these respects is very powerful in the formation of habits and character.

One of the most effective ways of giving moral lessons is through the medium of well selected stories. "A moral lesson," says Bain, "may be wrapped up in a tale, and brought home with an impetus. Stories of great and noble deeds have fired more youthful hearts with enthusiasm than sermons have." When you read a story or fable, let your pupils draw their own inferences and do their own moralizing. Do not spoil the effect by drawing conclusions.

The true teacher will keep steadily in mind the fact that character outweighs mere intellect; that high percentage in examinations, are but dust in the balance compared with the moral qualities that constitute true manhood and womanhood.

Advise, correct and discipline at the right time and in the right way. Omit no fitting occasion to impress a principle upon the moral feelings. "Do but gain a boy's trust," says Spencer, "convince him by your behavior that you have his happiness at heart; let him discover that you are the wiser of the two; let him experience the benefits of following your advice, and the evils that arise from disregarding it; and fear not, you will readily enough guide him."

Chief among other attempts for the right training of the young, lies the careful formation of thorough habits of industry. An unemployed mind, or one employed feebly and partially, is not in a state in which any high growths of thought and feeling can be planted and prosper. If necessity is the mother of invention, certainly industry is the mother of virtues.

So far as the teacher is concerned, one thing that he especially needs, and without which he is indeed disqualified for any part of his business, is tact. Small is the word but great is its meaning. Those apt movements, and happy hits, and quick inventions, which characterize real tact, make it seem more like luck than any thing else; they involve in them such an amount of good sense, and of good feeling, and of shrewdness, as well as alertness of mind, combined with an abundance of bright, glowing cheerfulness, so that all the most quick, responsive susceptibilities of the pupil's heart, are perpetually swayed and stirred by its magical influence; he moves about governing his pupils by instinct without requirement, they doing exactly what they know he would have them do.

The Bible should unquestionably hold a conspicuous place in the school-room. No other book or other means has such power in it to

educate intellectual influences. It is a fountain of quickening. Christianity is the only real and the only possible elevator of man. Other religions base their whole system of full, long school instruction on their Bible, why should not we? We believe it is yet to have full course and be glorified in our schools and colleges. Its history and literature should be studied and made familiar by the youth of our land. It should be made the book of life to them by making its truths a living fire on the altar of their hearts.

Then, as great is the teacher's vocation, and wide and lasting the reach of its results, so great is the pressure of obligation upon him to be magnanimous himself in his aims and efforts, and to be a true man before God.

HOW MEN AND WOMEN IMPROVE EDUCATIONAL OPPORTUNITIES.

We have once called the attention of our readers to the growth of intellectual activity among women, giving facts to show that this growth is not mere sentimentalism. We have also suggested that the explanation is to be found, partly at least, in the emancipation of a large number of women from drudgery on the one hand, and from the engrossing claims of fashionable society on the other. The latter fact might, perhaps, be better explained as the result of better methods of social life which are insensibly coming in. Our attention is again brought to this topic by the fact that in the graduating class in the C. L. S. C. for 1885, there are enrolled one thousand and fifty women and two hundred men. As the work is equally open to both sexes, and equally adapted to both—for there is not a single feminine specialty in the course of study—the great disparity in the numbers of the two sexes seems to show clearly that women improve educational opportunities more eagerly than men do. The C. L. S. C. course—being entirely voluntary, the members being scattered and not organized as a college is with the pressure of an organization and the personal presence of professors—presents an excellent test of the intellectual desires of the two sexes.

But the same fact—that is the greater appetite for knowledge on the part of women—is presented in high schools and colleges, though not to the same extent, nor in the same form. In the high schools the graduating classes show a larger proportion of girls every year. The proportion seems to be about one boy to three girls. It is claimed that the boys are driven into the shop, store, and mill before they

graduate. This is partly true; but in many cases they have lost all interest in books at the billiard-room and the saloon before they enter business or industrial life. The dispersion of their interest in school work and the low tastes developed in the lounging places of the village, result in the boy's falling behind in his school work. He has no interest in knowledge and, therefore, no power to recover his standing. The monthly reports of his teachers discourage his parents, and he is set to learning some trade or calling to save him from being a worthless vagabond. If his improvement of school privileges were equal to his sister's, he would be kept in school at any possible sacrifice—in most cases. He does not "care for an education," he "will not take an education." The young colt is led to the water but he refuses to drink, and his parents reluctantly give up the vague but pleasant hopes which his brightness has awakened in them. The sum of it all is that the cases are rare in which the studious boy, anxious to finish the high school, is removed from school against his earnest wish. Such cases happen; but they are not the rule. It is true that the boys do go into business or trades before finishing their studies; it is not true that they are compelled to do so.

An economist who has recently cited the decreasing number of boys in high schools, as a proof that "the pressure for subsistence" is growing more severe in this country, has seized the animal at the wrong end. "The pressure for subsistence" may be growing, but the educational data indicate that it is not. What is really growing is the vice and indolence and mental apathy of boys educated on the streets in American villages. The girls would be as indifferent to mental improvement if they ran the streets and adorned the billiard rooms as boys do. The high school facts are, then, as clear as the C. L. S. C. facts. In both groups of facts we see the stronger and steadier desire of women for mental improvement.

The attention of men should be called to these signs—at which we know that many a man will laugh—that women are likely to do an increasing amount of the brain-work of the world so long as there is an open road to intellectual and moral ruin on nearly every street corner of our towns—so long as it is the proper thing for boys of fifteen to go when they please and where they please, and a very improper and impossible thing for girls to do so. The intellectual appetite of women has fewer rivals than that of men. If we remember that it was but yesterday that the propriety of high and broad culture for women was settled—that they have just begun to share in the full course of knowledge, and that their work is but just beginning to be received without a sneer at its "feminine" quality—we may reas-

onably expect to witness a great change in the distribution of intellectual tasks between the two sexes. It is conceivable, for instance, that the principal part of the great audience which listens to the best poetry and music, the patrons of all books dealing with the art side of things and their philosophy, the "cultured class" in the best sense of the term, as embracing all who love knowledge for itself and its eternal ends, may come to be constituted as a C. L. S. C. class is—one man to five women. Of course it would follow that all the best literary work (or five-sixths of it) would be done by women. The world which yesterday sneered at the woman poet may transform itself into a world in which a man poet will receive the sneer. Let us hope that the men will wake up, that the influences which rot out the moral fibre of boys, and those mightier and more respectable influences which convert men into business and mechanical drudges, will lose some of their dangerous supremacy over masculine life.—*The Chautauquan*.

PRIMARY READING.

BY T. C. KARNS.

(From the Southwestern Journal of Education.)

An idea is a sense perception, or mental picture. A word is a sign of an idea. These signs are spoken or written. Ideas are communicated by words. They may be communicated by signs and pictures, but not so definitely. Ideas in relation make thoughts. A thought expressed in words is a sentence. Reading is getting the recorded thought of another by means of the written or printed signs. Oral reading adds to this a proper delivery of the thought. Oral words are always learned as wholes. In like manner written or printed words should always be learned as wholes. This is the only philosophical and natural method. We thus proceed from generals to particulars. The written word should be learned first. This is easier and better. It is the original plan. Everybody learned script first, before printing was invented. It is also less complex since the child must write from the start and will thus need to master but one set of signs. Don't teach a child to "print." It postpones the ability to write and produces defective penmanship. All first instruction must be given in script from a blackboard. The child is not taught to read print till some weeks afterward.

In giving the first lesson in reading the teacher presents an object.

The child perceives it and gives the spoken sign. The teacher writes the word on the blackboard and shows that "chalk says it too."

The written word, the spoken word, the mental picture or idea, and the object are all associated. The connection is fixed and the child has taken its first step in reading. The word is written again and again until its form is perfectly familiar. Another object with its sign is presented in the same way, and taught. The two written words are then compared and written promiscuously over the board until the child picks out each with perfect ease. All this occupies about ten minutes and comprises the first lesson. At the close, the words are copied on the slate and taken for "busy work" till next recitation. At the next recitation two more words are learned in the same way and then written. The live teacher will invent many adroit methods of impressing the words. She will have the children pick out the words with a pointer. "Rubbing out" games may also be used, and again she may write the words silently and have a child go and bring the object, or "do what chalk says."

Soon words can be arranged in sentences. "Hat" and "table" having been learned, the hat is placed on the table. The teacher then asks, "Where is the hat?" The child answers, "The hat is on the table." The teacher then, writing the word, says, "Chalk says, 'the hat is on the table,' too." The child then reads and writes the sentence. Other sentences are gradually presented in the same way. Proceed slowly. Many lessons are required to do a little. The child must have time to assimilate what it learns. It takes many days to teach thoroughly one hundred words and a few sentences. Such words as *this* and *that* are taught by placing one object near and another remote, and then leading to the proper expression by skillful questions. It is then written as before. Prepositions are brought out by placing things in relation and then getting the expression. Conjunctions and other classes of words are similarly brought out, but they are all taught simply as words and, of course, not as parts of speech.

When about one hundred and fifty words have been taught, the work may be transferred to print. The previous list of words have been selected mainly from the reading chart, and the matter on the chart will now be a review of the same in print. The first page or two of the chart should be written on the blackboard, so both the written and the printed words can be presented at the same time. The child detects a resemblance and identifies the two with but little trouble. In two or three lessons the transfer is effected and the work on the chart proceeds. However, every lesson is to be copied on the slate, by the

pupil, in script as before. When the chart has been finished, the first reader is taken up and completed. Several first readers should be read during the year. In this way the child will always read for the sake of getting the thought and will be able to read at sight any first-reader matter, whether it has seen the book before or not. All new words must be first written on the board by the teacher, and then copied carefully by the children. In this way they learn to spell. They must not be allowed to attempt to spell in any other way, for that would lead to guessing and consequent mistakes. If they write the word first, they get a mental picture of it and always know it. Oral spelling should not be taught. In fact, the children need not know the names of the letters at the end of the first year. Still, I should allow them to learn the letters at leisure, by means of alphabet boxes placed in the rear of the room. These can be constructed from cigar boxes or old paper boxes procured by the children from the nearest stores. The letters can be cut from hand bills and posters or the advertisements in newspapers. A letter pasted on each box and arranged in the proper order will complete the apparatus. The children never tire of the game.

The teacher should be careful from the first to have the pupils read with their natural tones of voice. They should read just as they have always spoken. When words are presented in combination the teacher should not point to one at a time and have the child read in a piecemeal way. Only short sentences should be presented at first, and the child should be taught to comprehend these as a whole before the first word is uttered. It simply gets all the thought of a sentence at a time and then tells what the thought is.

What I have written, is not, in substance, new. These methods, or similar ones, are now in use among all the advanced primary teachers of the country. Whenever they have received a fair trial the greatest success has been the result. It must be remembered, however, that the teacher who succeeds must understand her business. She must be an artist in her profession. Teaching has now become both a science and a fine art, and only professionals need expect to reach the highest success.

Mossy Creek, Tenn.

HINTS FOR THE DISTRICT SCHOOL.

If it is necessary to find pleasant and improving occupations for the little ones in the graded schools, it is certainly even more important in the district schools, where the many studies of the older pupils take so

much of the teacher's time and attention. I once met a lady who said the ages of her pupils ranged from four to eighteen years, and the branches she taught included the primer and algebra and all the intermediate studies. In such cases, the teacher cannot give much time to the little ones who are just beginning their school life. What, then, shall she give them to keep them happy and quiet and profitably employed? I once, for a few months, taught a district school, that perhaps afforded even more variety in the way of age and studies than the average district school. Visitors often remarked on the happy faces of my little ones. I wish some of the devices I employed might help some sister teacher in a similar position.

A box of letters, originally designed for playing the game called, "Word-making and Word-taking," gave my children much pleasure. I often divided the letters among them, and each child tried to surpass the rest in the number of words he could make. I distributed these letters, at recess in the afternoon, to the children who had been good during the day, so by them the little ones were allured into good conduct, both before and after receiving them. The pupils placed the words they formed upon their slates, and if a slate was shown to a chance visitor, how proud the owner felt! One boy once surprised me by forming fifteen words and using nearly all the letters given him. The little ones enjoyed this work so well that those older begged for the same pleasure. I occasionally granted it to them as a reward for a good recitation in a difficult lesson.

The box of letters was not only useful in teaching the little ones to spell, but also in teaching them the first lessons in arithmetic. By their aid the children formed the multiplication-tables. An ingenious teacher will find many ways to use them beside those I have mentioned. I sometimes secured a good recitation from my older pupils by offering as a reward to those who did well, the pleasure of teaching the little ones in the entry for a half-hour. I had one pupil who was fourteen years old. She was a good girl and did well in several studies, but was very backward in arithmetic. I soon found that to her even "Multiplication was a vexation." Remembering that some one has said, "We never know anything until we have taught it," I asked her, when she won the reward, to drill the little ones in the multiplication-tables. Another, who was weak in spelling, sometimes taught that lesson to the lower classes. In this way the older pupils helped themselves and me also.

A teacher beginning her work in a district school often finds the pupils deficient on the ground they have already been over. If she puts them back she disheartens them, and very likely incurs the ill

will of the parents, which evil it is for her interest to avoid. I overcame the difficulty in this way: I gave my first class in arithmetic, who were studying percentage, an advance lesson, and offered them extra merits if they would recite also, for review, in the class studying long division. That class in turn, for review, took examples with those beginning addition. I followed a similar course in reading. I did not make these reviews compulsory, but tried to make them appear to the children, what they really were, a privilege. They became very popular, made the classes larger and more interesting, and afforded a healthful stimulus to both younger and older pupils.

Of course I allowed my little ones, at times, to write upon the board, and as a reward for good lessons or good conduct, would occasionally allow them to use the colored chalk. Those who do not know how happy a little thing can make a child, would be surprised to see the power that lies in even a small piece of colored chalk. When the children wrote upon their slates for busy work I sometimes told them to write all the words they could think of containing three letters; on another day, those containing four, and so on, as "they grew in knowledge." For this suggestion I am indebted to a friend. One class worked for several days, in the time they could spare from their regular lessons, in writing a list of things decorated with imitations of flowers. Another class was very greatly interested in finding the names of things made from iron; and another, those made from wood. Both enjoyed making a list of the names of musical instruments.

Sometimes, when there was a little restlessness in the room, I secured a pleasant calm by saying: "Now we will have ten minutes of hard study; let the room be perfectly still, and I will tell you when each minute has passed. Let me see how many can keep their eyes on their books all the time." My pupils have enjoyed these quiet moments. Perhaps in some schools five minutes would be better than ten. In others, possibly fifteen would not be too long. In both a graded and a district school, it often rests the children and helps them to be quiet for study, to stand for five or ten minutes.—*American Teacher.*

It is better to suffer wrong than to do wrong. Whoever wrongs another does himself a greater wrong. It is not good policy, ordinarily, to resent an insult or an injury. If mud is thrown at you, let it alone; it will soon dry and rub off easily; but if you attempt to rub it off at once, you will be almost certain to rub it in.

NOTES AND QUERIES.

"IS THAN A RELATIVE PRONOUN?"

In reply to Mr. A. M. M.'s queries on pp. 85 and 86, I submit the following brief answers, in the order of the queries :

(1.) I do not consider "which" a substitute for "than;" I would rather consider "than" a substitute for the ellipsis that contains the second term of comparison, and the relative pronoun "which." "Than" clearly performs the office of a relative pronoun in the given sentence, and I parse words according to their construction, or according to the office they perform.

(2.) I do not know what my friend, the editor, will do in this case, but I hope I shall not get him into still greater trouble when I try to call things by their right names. I claim simply this: if it is *ever* correct to call "as" a relative pronoun when it represents an ellipsis, and performs a substantive and a connective office, after "such," "many," and "same," it is equally correct to call "than" a relative pronoun, when it performs identical offices, and has an identical construction, after "more" and other comparatives. In the sentences: "He has more money than I have," "He has such money as I have," and "He has the money which I have," the subordinate clauses are clearly relative clauses, and the construction of "than" and "as" is clearly identical, even if these connectives can not serve as substitutes for each other.

(3.) "The sentence, in full, is, 'He has more books than [the books] which he can use.'" Is this the sentence in full? If so, what is the construction of "books" as supplied? I shall not answer Mr. A. M. M.'s last query until after I learn how he parses "books" in his ellipsis. I know of several authors on English grammar that are on our side of this question; I shall give their names after Mr. A. M. M. parses "books."

JOHN P. KUHN.

New Philadelphia, O.

A SYMPOSIUM ON TEACHING ARITHMETIC.

I wish the MONTHLY would give us a symposium on teaching arithmetic. In our December examinations, the grammar grades made an average from ten to twenty percent higher on all other branches than they did on arithmetic; and I cannot find out what the trouble is. We do not get results commensurate with the time and effort expended. I have sometimes thought it was the result of insufficient language training; then I have thought it came from lack of drill in mental arithmetic. I wish somebody would help me out of the darkness. It worries me.

I. M. CLEMENS.

Ashtabula, Ohio.

The MONTHLY is glad to comply with this request, and extends a general invitation to the whole MONTHLY family to join in a symposium on the subject named. Let it begin in the April number and continue as long as it proves profitable. Each writer must be brief—not more than 200 words, and make a few words tell as much as possible. Do not theorize, but give the result of observation and experience.

We have experienced something of Mr. Clemens's difficulty. In the examination of applicants for teachers' certificates, we have observed that there are nearly always more failures in arithmetic than in any other branch, often more than in all other branches combined. There must be a reason. What is it?—Ed.

NO RECESS.

DEAR EDITOR:—I give our experience in the matter of recesses for what it is worth. We enroll 400 pupils, all in one building. About one year ago, we began to submit the question to the pupils, on stormy mornings, whether they would have recesses as usual or whether we should omit the recesses and dismiss the schools fifteen minutes earlier, both in the forenoon and afternoon. They uniformly chose the latter. After a time the question was submitted each week without regard to the condition of the weather. The choice was the same. During the present school year no recesses have been given, nor does any pupil seem to have thought of them. I am certain only a very small minority, if any, could now be prevailed upon to return to the former plan.

I ought to add that I have always favored recesses, and had no thought of omitting them permanently in our schools, until I found the matter practically accomplished by the choice of the pupils. We have not discovered any evil results from the change. C. W. CARROLL.

Chardon, Ohio.

The evil effects of too long confinement in a vitiated atmosphere may not be immediately discoverable nor clearly traceable to their true cause. The question is one which should be determined by the well-known laws of health, rather than by the inclination or choice of pupils. An excellent report on this subject, made to the National Council of Education, at Madison, in 1884, concludes as follows: "Your committee is fully convinced that neither the physical nor the moral well-being of the child is subserved by the policy of longer and continued sessions without an out-door recess.—Ed.

"CRAMMING."

DEAR EDITOR:—Will you please to state in your valuable journal, why "cramming" is called an evil? I, for one, as a student and a young teacher, am in favor of the so-called "evil." If a pupil can get a better grade by cramming, let him do so, as he not only secures the grade, but he also does just what the teachers urge him to do, and that is, to review. I think if we had more cramming we would have better scholars.

CHAS. MOORE.

Columbus, Ohio.

Cram means to stuff, to press or drive in. As applied to education, it means to prepare for an examination by forced study, especially by storing the memory with facts to the neglect of principles. It implies quick preparation for an examination by storing the memory with information, not so much with a view of gaining a real and permanent knowledge of subjects as of passing the ordeal of the examiner. Information thus gained is of little worth, for it is quickly forgotten; and the exercise of acquiring is hurtful rather than otherwise, inasmuch as it is a misdirected and unnatural exercise of the mind's powers, tending to the formation of bad mental habits, and to enfeebling rather than invigorating the faculties.

No, more cramming would not make better scholars. Scholarship is not the product of cramming, but of thinking. There must be time for the mind to analyze, compare, and classify its acquisitions before they can be of much worth.—ED.

WELL PLEASED MEMBERS OF THE FAMILY.

I have been a member of the "MONTHLY Family" for three years and consider myself highly honored as well as benefitted by the association.

WILL H. LONG.

Fidelity, Ohio.

DEAR EDITOR :—I am so well pleased with the MONTHLY that I must write you. I have taken other teachers' journals, and none excel it, and but one or two are its equal. The February number is very fruitful. The two principal papers are certainly the thought and words of earnest, zealous teachers. I am glad that one superintendent dares to advise his teachers to use the whip less frequently. He is in a position where he can carry his theory into practice, while we country teachers can not. We have the "Pete Joneses" to deal with yet, and if we don't use the "rod" we are charged with want of strictness. I believe the whip should not be used for every little offense. My experience of forty-five months clearly proves to me that the saying, "No lickin, no larnin," is false. I have never whipped a pupil yet.

I shall watch eagerly for another letter from Supt. H. M. James, "not written for publication."

L. F. JACKS.

Seven Mile, Ohio.

I can't help saying a good word for the MONTHLY. I've taken it two years and expect to continue, at least as long as I continue teaching. I think it the best educational paper I take.

On the subject of "Whispering," I agree with Katie Milan in the February number; I tell my pupils they have permission to whisper whenever it is necessary. Sometimes a few will abuse the privilege, but not often. Generally, they are too busy to think of whispering.

I sometimes wonder whether my successor will be more annoyed by

whispering, than if I had forbidden it entirely. I would like the opinion of some of the MONTHLY family on this point.

This is my eighteenth month in the same school, and I like teaching "country schools" very well; but I believe county or township supervision would be of benefit to both teachers and schools. I don't think the *faithful* and *true* teachers would dread the superintendent's visits, but perhaps some of the shirks would. In thinking of changing my position for one in a graded school, I had not thought about being unable to use new methods and plans as readily as where I have both to devise and carry them out, until I read what A. S. L. said in the February number.

Continue sending the MONTHLY to Genoa, as heretofore; my sister there reads it first, and then sends it to me.

F. B.

Point Marblehead, O.

I have just finished reading "The Lady Teacher," by Margaret W. Sutherland, and write to express my admiration for the writer and her production. In it there seems to be so much of what is needed to bring our schools nearer to perfection,—beauty. How few realize that beauty should be the end and aim of education!

I wonder whether the writer of "The Lady Teacher" thought how many years must pass before the patrons of the country schools will appreciate the teachers who are "made for the schools." J. M. L.

Windham, O.

The MONTHLY comes regularly and is read with great interest. Among all our periodicals the MONTHLY is first perused. The February number is especially interesting.

W. T. H.

Middlepoint, O.

I have perused the February number with pleasure. I consider the first article alone worth the price of the MONTHLY.

I would take some exception to the editor's remarks about teaching grammar in the common schools. I think it should be taught, though, perhaps, more orally and by correcting pupils' errors in speech. I say this though I never studied grammar an hour in my life. I commenced reading when young and have ever kept it up, always taking notice of the construction of sentences; and whenever I found an easy flow of language, melodious and easily understood, I made that my model. This was my school in grammar. Pope, Burns, Bryant, Longfellow, Whittier and others were my teachers, while I was engaged in clearing away the primeval forests.

P.

ANSWERS.

In solving Q. 8, p. 39, I get this method of solution by arithmetic. Find the square root of twice the area of a square whose sides are twice the width of the given "strip"; to this add twice the width of the given strip, the sum equals the length of one side of the field.—
Will some one demonstrate? W. W. DUNKIN.

Liberty, O.

Q. 1, p. 90.—The new year began at the "International Date Line," a very irregular line running through Behring Straits, thence southwest off the east coast of Asia, passing west of the Philippine Islands, thence east north of the equator until near the 170th meridian west longitude, which it follows with slight deviations to the south polar regions. S. M. TAGGART.

The Philippine Islands were inhabited by civilized nations by way of America who consequently carried with them the time of their eastern friends with whom they had all commerce. They have never changed (unless it has been quite recently), consequently the most western point of that group which is Balahac, first saw the new year. W. W.

Northeast of Navigator Islands, 168° west longitude, this being the most eastern point reached by the Date Line. W. D. P.

At the Chatham Islands.

D. E. C.

Q. 2, p. 90.—At present (Feb. 1,) a bill has been passed by congress and sent to the President for his signing. By it the succession would be as follows: Vice President, Sec. of State, Sec. of Treasury, Sec. of War, Attorney General, Postmaster General, Sec. of Navy, and Sec. of Interior. The President will doubtless sign it at once.

W. D. P.

Q. 2, p. 90.—The Hoar Presidential Succession Bill is a law. According to its provision, if President Cleveland should die, Secretary of State Bayard would become acting president and so continue until March 4th, 1889. C. W. C.

Q. 3, p. 90.—"Every Man in his Humor" was written by Ben Jonson. W. H. V. F.

Same answer by A. D. B., W. H. C. N., J. R. Horst, and Richard F. Beau-say.

Q. 4, p. 90.—Yes, if detained with a *proper spirit*, and for a *definite object*. There should be established some standard of excellence in school work, liberal enough for any pupil who is prepared for his work, to attain; if he fails through *idleness or unnecessary absence*, it should be clearly understood that he is expected to *review* and *recite* that work

outside of the regular school hours. If such an understanding exists between teacher and pupil, the number of cases requiring detention is very much decreased. The efficacy of punishment lies in its *certainly*, not in its *severity*.
G. W. HENRY.

A success with a few, a failure with many.

A. D. B.

Q. 6, p. 90.—Connecting the three points, viz., the base of the ladder and the two windows, we have an equilateral triangle with sides equal to the length of the ladder.

Let x = the length of the ladder. $\sqrt{x^2 - 2500} + \sqrt{x^2 - 1600}$ = the width of the street. $\sqrt{x^2 - 100}$ also = the width of the street. $\sqrt{x^2 - 2500} + \sqrt{x^2 - 1600} = \sqrt{x^2 - 100}$. By squaring and adding, $2\sqrt{x^4 - 4100x^2 + 4,000,000} = 400 - x^2$. $3x^4 = 8400x^2$. $x = \sqrt{2800}$, length of ladder. $\sqrt{2800 - 100} = 51.96$ + ft., *ans.*

By generalizing the above solution, the following rule is obtained : From the sum of the squares of the heights of the two windows take their product, and increase the remainder one-third of itself. This will be the square of the length of the ladder, from which the width of the street can be easily found.

W. H. V. F.

New Lisbon, Ohio.

Similar solutions and same result by Sallie Stanberry (a pupil in the Elmore high school), E. S. Loomis, S. N. Daugherty, W. C. Boyd, J. R. Horst, and W. D. P. D. S. Pond gets the same result by trigonometry.

Q. 7, p. 90.—Let x = the number of hogs, y the sheep, z the lambs, v the calves. Then, (1) $x + y + z + v = 100$, and (2) $9x + 2y + z + 9v = 400$. Multiply (1) by 9 and subtract from it (2), (3) $7y + 8z = 500$ will result. In (3) investigate y and z by letting $z = 1, 2, 3, 4$, etc. When $z = 3$, y will be positive and integral, 68. And since 8 is one more than 7, the series 3, 10, 17, 24, 31, 38, 45, 52, 59, represents the values of z that will give corresponding positive, integral values for y , in order, 68, 60, 52, 44, 36, 28, 20, 12, 4.

Substituting these values of y and z in (1) and (2), identical equations will result. In these $x + v = 29, 30, 31, 32, 33, 34, 35, 36, 37$. Now since $x + v = 29$, any two numbers whose sum is 29 will satisfy the equation. Of these, positive integral, there may be 28. Where $x + v = 30$, there may be 29, etc. 28, 29, 30, 31, 32, 33, 34, 35, 36. The sum of this series, 288, is the whole number of positive integral answers to the problem. In these, however, y and z will only change 9 times.

J. R. Horst.

Answered also by W. H. C. N., W. C. Boyd, W. H. V. F., E. S. Loomis and S. N. Dougherty.

Q. 8, p. 90.—*Nearly*, adv. of degree, and modifies the expression “six feet high.”

Feet, n., com., 3rd., plu., obj. case adverbial, or without a governing word.

High, adj., des., com., used as the predicate and belongs to “Patrick Henry.”

E. E. CORN.

a. Nearly is an adverb, limiting six.

b. Feet is a noun, objective adverbial, limiting high.

c. High is an adjective, limiting Patrick Henry predicatively.

D. E. C.

“Nearly” is an adverb, and modifies the phrase, “() six feet.” Compare with “He sailed nearly round the globe.” “Feet” is a noun in the objective case without a governing word. “High” is an adjective, the attribute of the sentence, and belongs to the subject, “Patrick Henry.” “High” is modified by “() six feet,” an adverbial element of the second class.

RICHARD F. BEAUSAY.

Upper Sandusky, O.

Q. 9, p. 90.—According to Harvey: *hers* is a possessive pronoun, neuter gender, nom. case, having “book” for its ant., and used as the predicate.

“Mary’s” is a noun, fem. gender and possessive case, book understood being the predicate.

Consistency would demand a possessive noun, used in the nominative and objective cases, like the possessive pronouns, but the construction with a noun is less frequent than with a pronoun. This, no doubt, is why authors have not made a separate class of the nouns in such constructions.

A. D. BEECHY.

a. *Hers* is a pronoun, personal, simple, fem., third, sing., poss., limiting book predicatively.

b. *Mary’s* is a noun, proper, fem., third, sing., poss., limiting book predicatively.

D. E. C.

Hers, pron., personal, feminine gen., 3d per., sing., poss. case and limits “book” understood.

Mary’s, n., prop., feminine gen., 3d, sing., poss. case, and limits “book” understood.

E. E. CORN.

Kelley’s Mills, Ohio.

We are disposed to “acknowledge the Corn” in this case. We mean that we agree with Mr. Corn in his disposition of “hers.” It avoids the absurdity involved in calling it a possessive pronoun, neuter gender, etc. But what would Mr. Corn do with the italicized words in the following expressions: This life of *ours*. That head of *yours*. That wife of *Smith’s*?—ED.

Q. 10, p. 90.—“Went” is a verb, agrees with its subject “they.”

"To" is a prep. showing the relation of "seeking" to "went." "Seeking" is a verbal noun, object of "to." M. I. MILLER.

Began seeking, is better English than *went to seeking*. *Began*, trans. v.; *seeking*, participial noun, object of *began*; *gold*, object of *seeking*.

W. H. C. N.

West Richfield, Ohio.

E. E. C. calls "to seeking" an infinitive with the construction of an adverb modifying *went*, a construction which he will hardly find recognized by good authority.—Ed.

QUERIES.

1. Was Calhoun ever a candidate for the presidency? If so, when? See *Eclectic History*, p. 262. E. E. C.

2. What is meant by "sun slow" and "sun fast"? S. W. L.

3. Who is the President of the Swiss Confederation. E. M. D.

4. Why is rain in the late fall or in the winter followed by colder weather? O.

5. At what price must I buy 6 per cent. stock to get 8 per cent. on my investment? A full solution and full explanation are desired.

R. C. G.

6. A note for \$500, dated Sept. 12, 1885, due in one year, with interest at 6 percent, is sold, Feb 12, 1886, to a banker, for \$509. If the note is paid at maturity, how much and what percent per annum does the banker realize on his investment? This seems like a simple problem, but it is said that bankers disagree as to the correct answer.

7. Find two numbers whose product is equal to the difference of their squares, and the sum of whose squares equals the difference of their cubes. (See Olney's *Complete Algebra*, Prob. 12, p. 376.)

W. H. C. N.

8. How many acres in a square tract of land containing as many acres as the boards in the fence enclosing it, the boards being 11 feet long, and the fence 4 boards high? L. A. S.

9. In the expression, "Woe worth the day," (a) what is the mode of "worth?" (b) Is the verb intransitive? (c) If so, what is the case of "day?" O.

10. Hamilton was killed—a fact greatly lamented. Dispose of "fact." R. F. B.

11. What compound words require the use of the hyphen, and what ones do not? C. M. S.

12. I know of two authors who say that a verb in the imperative mode may have a subject in the third person; as in the sentence, "Now blessings light on him who first invented sleep." Can such be the case? O.

13. What is meant in grammar by agreement, and what by government? E. E. A.

14. "He walked over to the cottage *where* his little friend lay sick." How dispose of "where?" Is there such a thing as a relative adverb? J. E. L.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

The most important thing for mankind to learn is how to live; but with most of us life is over before the lesson is half learned. Life seems to be an unceasing struggle to get a living, with no time left to live or to learn how to live. It must be a sorry experience for a man to come to the end of life and find that he has not really lived. Is there no way to prevent such a result? Is there no true philosophy of life, no science of right living, that may be taught and learned and practiced?

Yes, there is; and, in excellence, exactness and simplicity, it excels all other science. Here are some of its teachings:

Fear God, and keep his commandments; for this is the whole of man.

Love the Lord thy God with all thy heart, with all thy soul, with all thy strength, and with all thy mind, and thy neighbor as thyself.

Do justly, love mercy, and walk uprightly.

Remember thy Creator in the days of thy youth.

In all thy ways acknowledge him, and he shall direct thy paths.

By what means shall a young man learn

His way to purify?

If he, according to thy word,

Thereto attentive be.

This book of the law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

Take no thought, saying, What shall we eat? or, What shall we drink? or, Wherewithal shall we be clothed? for your heavenly Father knoweth that ye have need of these things. But seek ye first the kingdom of God and his righteousness; and all these things shall be added unto you.

Be anxious for nothing; but in everything by prayer and supplication, with thanksgiving, let your requests be made known unto God; and the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus.

All things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets.

Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if any virtue, and if any praise, think on these things.

What beautiful philosophy! what excellent doctrine! If all the youth of our land could be taught these principles and be trained in their practice, what a blessed people, what a glorious nation, we would be! And what strange perverseness leads any to seek the exclusion of such instruction from the schools!

The annual congress of the Educational Institute of Scotland, recently held at Glasgow, was a great success, and much enthusiasm was manifested. The educational organizations of all parts of Scotland were represented. A notable feature was the number of prominent school board members who took an active part in the proceedings.

One of the most important papers was that of Mr. Mitchell, vice-chairman of the Glasgow school-board, in opposition to free education. He sums up as follows:

1. Free education is not asked for by the people; the agitation in connection with it flows entirely from political sources.
2. There is no unanimity among its leading advocates as to any definite plan.
3. There is no sufficient evidence of any substantial benefits or advantages which it would confer.
4. There are many sweeping and important changes of doubtful propriety involved in it.
5. There is a loosening of the bands of parental educational control.
6. There is the risk of too much centralized state interference.
7. There is danger of religious instruction being placed in jeopardy.
8. There is the certainty of largely increasing taxation.

The friends of free education were placed at disadvantage, as only five-minute speeches could be made in the discussion of the paper, but the following points were made by Mr. McArthur:

1. The abolition of fees would tend to the rapid diffusion of education among the people.
2. It would free both school boards and parochial boards from the innumerable applications for aid from both real and pretending poor.
3. It would free all parties from inquisitorial investigations into family earnings.
4. It would free parents afflicted with honest poverty from attending school-board meetings and parochial boards, at the latter of which they often come in too close contact with degrading pauperism.
5. It would free children from being sent into the street while they are excluded from school.
6. It would relieve boards from the charge of partiality in granting free education to some while others equally unable to pay are refused.
7. It would free teachers from the troublesome task of making out fee-bills and accounting to boards for the money received.

Another speaker made the point that what the state makes compulsory it ought also to make free.

The progress of the free education movement in Great Britain is watched with intense interest on this side of the Atlantic.

"Several months ago we spoke of the desirability of having the office of National Commissioner of Education filled, as it never has yet been, by a thoroughly competent and representative educator, mentioning, as conspicuously qualified for the place, Dr. Harris, Dr. White, and Mr. Rickoff. At that time there did not seem any possibility of such a consummation, and it was actually sickening to read the dispatches saying that Tom, Dick, and Harry, of little reputation, and actually without reputation, were being urged for the office by their friends. How it comes about we do not know, but there seems ground for hope that a really superior man will be appointed. At all events, it is given out that President Cleveland in his appointment is anxious to meet the views of the foremost educators, and petitions are now in order. Dr. White's appointment is urged strongly by both Democrats and Republicans, and there is reason to think that the administration will give due attention to the prominent voices that are speaking in his behalf. Of all the men so far urged there can be no doubt but that Dr. White's appointment would give the most general satisfaction."—*Intelligence.*

We learned soon after our last issue that a movement had been started, without regard to party lines, having for its object the securing of Dr. White's appointment. The very general approval of the movement by school men of all parties is very gratifying to the friends of popular education as well as to Dr. White. It is the more gratifying to Dr. White inasmuch as the effort is spontaneous, entirely without his agency.

As an example of the general feeling, we are permitted to quote from a private letter recently received from Dr. Peaslee, superintendent of the Cincinnati schools, a well known Democrat, and himself prominently mentioned as a man well qualified to fill the office in question. In his letter he says:—

"You will agree with me that the highest educational office in the country should be divorced from party politics, and that the best man for the position should be appointed, regardless of his politics. In my opinion, Dr. E. E. White, of this city, is that man, and I heartily urge his appointment. Dr. White is a profound scholar, of fine address, is a pleasing and convincing speaker, thoroughly versed in methods of instruction, and knows the wants of the school system of this country. Dr. White has been Ohio State School Commissioner, President of the National Educational Association, President of the National Council of Education, and is known and honored by the profession, North and South, through his educational writings, and his public addresses.

No person, other than him, would be so universally acceptable to the teachers of the country."

Some mutterings already begin to come from the politicians, but there is reason to hope that the President will have the courage to look solely at the interests of the cause, and disregard the wishes of the politicians.

As we jog along in the afternoon of life, we begin to be impressed with some things it would have been greatly to our advantage to know much earlier in the day. One of these things is that complete self-mastery that begets mod-

eration. There is need of energy, there is need of industry, and there is need of promptness; but there is little need of hurry, and no need at all of worry. How to live and how to do the best work are the great problems of human life. We ask all our readers to read and ponder the following sentences from a recent sermon of Dr. Parkhurst, of New York:

"All about us are men who abbreviate their lives by a process of slow suicide. It is often and wisely said that if there is any difficult service to be rendered, the man most ready to undertake it, and most likely to succeed, is the man already overburdened. The man hardest to enlist in an enterprise is the man who is now engaged in no enterprise. But a man's life is given him to use, not to use up. The institution of the Sabbath was not an arbitrary arrangement. God's purpose was that man should have a resting time, a chance to reimburse himself for expended physical energy. Hurry precludes anything like comfort. There is no deliciousness in attempting to do a month's work in a week. We have a right to have some good time in this world as well as all good time in the world to come. Earth suffers detriment by the way we accentuate heaven; we put felicity all in the future tense. There is a sin of other-worldliness as well as of worldliness. It is an impulse of nature to wish to do large things and many things. Some of us would not be content with being angels unless we could be archangels. One mistake of those interested in Christianizing mankind is in thinking that there is special need of haste. There is no hurry; all divine work is gradual; God never shows signs of precipitancy. Time is long; eternity is longer. Christ waited nearly the full time of average human life before He began His work. In his life there is no hurry or flurry; He had time for the demands of social life and for devotion. His simplicity of aim, too, is noticeable. His one end was to educate twelve men into an understanding of Himself. These twelve were the fulcrum by which He gained leverage upon the world. The permanence of our work does not depend upon its area, but upon its depth and thoroughness. Things half done are temporal; things wholly done are eternal."

* It is known to most of our readers that a bill is before the General Assembly which provides for the simplifying and improvement of our mongrel, double-headed, sub-district-township system of schools. It abolishes the office of local director, and provides for a township board of education to consist of the township clerk and one member from each sub-district. It authorizes but does not require the appointment of one to plan and oversee the work of the schools, under the control and direction of the board of education.

These are not very radical departures from the present statute, and inasmuch as their design and tendency are to simplify and perfect the machinery already in operation, they would be easily carried out without jar or friction. That the effect would be to increase the efficiency and value of the schools seems to be conceded by all the most experienced and thoughtful educators and managers of schools throughout the State. An excellent feature of the measure is that it provides for the direction and oversight of the work of instruction without necessarily increasing the cost of the schools. One of the principal teachers in each township could act as superintendent, as is now done in all our villages and smaller towns.

The bill came up for action in the House, Feb. 17, but because of doubts in the minds of some of the members as to the wisdom of the measure, it was postponed until March 3. We learn from a member of the Senate that the measure is looked upon very favorably by those members of that body who have given it attention.

No more important piece of school legislation has been before our General Assembly in many years. We advise our readers in every county of the State to be diligent and prompt in urging their representatives to support the bill.

Having been asked whether a county prosecutor could hold the office of school examiner, we referred the question to the Attorney General and received the following reply :

ATTORNEY GENERAL'S OFFICE,
COLUMBUS, O., Feb. 17, 1886. }

MR. SAMUEL FINDLEY, Akron, Ohio,

Dear Sir :—The only sections of the Revised Statutes relating to the office of prosecutor and school examiner are sections 4085 and 1268. I find nothing in the law to forbid the prosecutor holding the office of school examiner at the same time. The school commissioner has, however, advised against it for other reasons found in section 3977, and in that respect I concur with him in opinion.

Very truly yours,

J. A. KOHLER,

K. A. F., Clerk.

Attorney General.

The skillful teamster, with a heavy load, on an up-grade, does not always drive straight up the hill without stopping. While his main course is upward, he slants the hill wherever there is an opportunity—winds a little this way and that, and lets his team "blow" at convenient distances. The schoolmaster may take a hint from the teamster. There is such a thing in school work as driving too hard and too straight up the hill. When the way is steep it is better to slant the hill a little and "blow" frequently. It is not necessary, however, to get off the road entirely and lose the way. The road lies up the hill.

Success in teaching, as in other occupations, often lies in the stomach. Good digestion is a means of grace. Midnight oil is a poor substitute for good blood, and no art nor labor can compensate for the want of a strong pulse. Emerson says: "The first wealth is health. Sickness is poor spirited, and cannot serve any one; it must husband its resources to live. But health or fullness answers its own ends, and has to spare, runs over, and inundates the neighborhoods and creeks of other men's necessities."

Superintendent Welsh, in his "Higgledy-Piggledy," does good service in a good cause. The evil to which he refers is not an imaginary one. There is a prevalence of reckless writing and talking on educational topics that ought to be checked. It hinders progress and stands directly in the way of true reform. There is ample room for judicious experiment and candid investigation and inquiry without unsettling all the foundations and overturning all that has been built up hitherto.

Supt. E. A. Jones, of Massillon, Corresponding Secretary and Treasurer of the O. T. R. C., reports for the month ending Feb. 22, the following receipts :

Miss Mattie Keran, Bourneville, Ross Co , for 1884-5.....	.25
Walter M. Miller, Portsmouth, Scioto Co., membership fees for 1885-6.....	7.50
Certificates for 1884-5.....	1.00
Total.....	\$8.75

The teacher must be full of expedients. He must never be taken by surprise. He must know at each moment and in every emergency what to do next. With his eye on the goal, he must make straight for it. If unable to see it, he must know its direction and press that way. He must be willing and ready to take responsibility. An unselfish purpose and an earnest spirit will not carry him far astray.

A candidate for a teacher's license, from the north of Scotland, when asked about discipline, thought sternness a chief factor. He said he had not smiled a smile for ten years. Poor fellow! The teacher should cultivate smiles. They are a power in the school-room, and everywhere else, for that matter. The man or woman without a smiling face should live where there are no children.

Some one has well said that to get on fast with a child you must carry it, but for the child's good you must wait for it and guide it while it toddles along itself. The very best teachers are tempted to carry the child too much. Do not hurry; you will "get there" in good time. Put the child down and let it walk.

It is claimed that two half-holidays in the week, say Wednesday afternoon and Saturday afternoon, would be better than the usual Saturday holiday. The chief objection we see to the plan is its interference with the Saturday gatherings of teachers.

The personal grievances of the teacher should be altogether subordinate to the success of the work in which he is engaged. Remember, "He that would save his life shall lose it."

We should never be satisfied with present attainments. The structure we have reared begins to totter as soon as we cease to support it by new achievements. Leaving the things that are behind, let us press forward.

We deem it wise to change our plan somewhat. From and after June next we shall not continue the MONTHLY to subscribers after the expiration of their subscriptions, unless ordered.

EDUCATIONAL INTELLIGENCE.

—Lowellville, Mahoning County, graduates its first class this year, under the principalship of Frank J. Roller.

—A session of the Southwestern Ohio normal school, conducted by Isaac Mitchell, at Georgetown, Brown Co., will open May 4.

—A select school and normal institute will be conducted by Aaron Grady and J. B. Fullerton, at Wheelersburg, Scioto County, commencing May 3, and continuing ten weeks.

—A meeting of the Erie County teachers' association was held at Sandusky, Feb. 20. The leading features of the program consisted of an opening address

by Dr. J. B. Massey; a paper by C. K. Smoyer; "Our Common Schools," by Lee Curtiss; "Two German Poets," by Miss Augusta Erckner; and "Our Reading Club," by B. B. Hall.

—The Lakeside Summer School will open June 23rd. Schools of Science, Ancient Languages, Elocution, and Normal Institute. Boarding and all expenses will be very low. Send for circular to Prof. R. Parsons, Delaware, O.

—Webster's Elementary Speller, now published by D. Appleton & Co., is in its second century, and it still has the freshness of youth. Its youth has probably been renewed several times since its first appearance in 1783. It is said that the aggregate number printed and sold would be sufficient to furnish a copy to every man, woman and child now living in this country, with a considerable surplus for the outside world.

—The January meeting of the Preble County teachers' association had a good attendance and an excellent program.

Dr. J. J. Mills, Pres. of Earlham College, Richmond, Ind., delivered a scholarly address on "School Discipline." E. P. Vaughn, of West Alexandria, gave an instructive talk on "Parts of Speech," and A. H. Miller, of the Eaton High School, presented a paper full of valuable suggestions on "Science in the Public Schools."

—A meeting of the Wood County teachers' association was held at Haskins, Jan. 23. There was a good attendance of teachers and citizens.

The exercises consisted of a welcome address by Supt. Van Tassell, of Haskins, and response by Supt. Withey, of Pemberville; a brief extemporized talk on grammar, by Supt. Niver, of Bowling Green; a paper on geography, by Mr. Crane, of Perrysburg; a talk on primary teaching by Miss Nellie Moore, of Defiance; a paper on professional culture, by Supt. Niver; select reading, by Miss Moore; a paper on arithmetic, by Supt. Barnes, Grand Rapids; and a discussion of county supervision, by J. L. Webster, of White House.

A committee was appointed to consider the subject of township supervision and report at the next meeting.

—A meeting of Columbiana County teachers was held at Leetonia, Jan. 23. G. W. Henry was made president, and Agnes Earseman, secretary. In the forenoon, W. W. Weaver read a paper on the "Connection between Primary, Intermediate and Grammar Departments." Discussion. In the afternoon a fourth-reader class of the Leetonia schools read some selections. The course of study prepared for district schools was discussed and adopted. A committee was appointed to devise means for having it presented to each township board of the county. The meeting closed with a paper by W. H. Van Fossan, on the "Teacher's Responsibility." It was a very successful meeting. Another was appointed for the second Saturday in March. W.

—The regular meeting of the North-Eastern Ohio teachers' association was held at Cleveland on the second Saturday of February. The exercises consisted of the inaugural address of the president, C. W. Carroll, a paper by Dr. S. J. Kirkwood on the relations between high schools and colleges, and a paper by H. F. Allen on the work of the unclassified school, with general discussion of topics presented in the papers.

A committee appointed at a previous meeting consisting of Samuel Findley,

B. A. Hinsdale, and Thos. W. Harvey, recommended the holding of three meetings in each year instead of five, as heretofore; one, the annual meeting, to be held at Cleveland at such time in the winter as the executive committee shall determine; the other two to be held at points outside of Cleveland, one in October and the other in May. The committee further recommended that not more than two papers be presented at the same meeting, and that the greatest pains be taken to make the exercises interesting and profitable to the rank and file of the profession. The report of the committee was unanimously adopted.

The next meeting will be held in May, the exact time and place to be determined by the executive committee.

—The third quarterly session of the Wyandot Co. Teachers' Association was held at Upper Sandusky, Jan. 30th. The attendance was good, and excellent papers were read on the following subjects: "The Necessity of Uniformity, Regularity, and Continuity in Education," R. F. Beausay; "Needs of our Country Schools," J. J. Smith; "The Way and the End of Knowledge," Ford Lewis; "An Ideal School," Miss Lillian McDermott; "Township Supervision," C. M. Lear.

The committee on resolutions reported the following, which was unanimously adopted:

Resolved: That it is the sense of the Wyandot Co. Teachers Association that the needs of our country schools can best be supplied by township supervision.

Resolved: That we urge upon the various township boards of education of our county the importance of a proper gradation and supervision of the various schools under their charge. The Wyandots are in earnest. F. L.

—One of the largest and most enthusiastic meetings of the Darke County Teachers' Association was held at Ansonia on the 23d of January. After a song by the Intermediate pupils of the Ansonia schools and prayer by Supt. Treudley of Union City, Ind., a paper, *The Young Teacher*, was read by John Francis. This was discussed by Supt's. Martz and Treudley. This was followed by *The School and the Study of Latin*, by August Leas, and discussed by Dr. Ballinger, Mr. Harlan, Supt. Cromer, of Union City, Supt. Cromer, of Arcanum, Mr. Minnick and Supt. Martz. The next was a paper on *Ventilation*, by Miss Besha Garst, discussed by Supt's. Treudley, Martz, and Cromer and Dr. Ballinger and Mr. Keckler. The first paper in the afternoon, *Emotions as a Power in Discipline*, was read by Miss Ella Shover. Then came *Browsing Among Books*, by Miss Tillie Vaughan. A spirited discussion of the Reading Circle, started by Mr. Campbell, followed this paper. The last paper, *How the Country Schools may be Improved*, by F. P. Stauffer, was the event of the day, and was discussed by many present, among whom were members of boards of education. The essayist was requested to send a copy of the paper to each of the county papers, and to the OHIO EDUCATIONAL MONTHLY, for publication.

A committee, consisting of Messrs Martz, Cromer and Stauffer, was appointed to prepare a course of study for country schools, to report at the next meeting of the association. A committee of three in each township was appointed to present the matter of a course of study and township supervision to their respective boards of education. The association adjourned to meet at Arcanum on the fourth Saturday in February.

J. H. W. S.

—A meeting of the North-Central Ohio teachers' association was held at Mt. Gilead, Jan. 29 and 30. On Friday evening, Supt. Marcellus Manley, of Galion delivered a lecture entitled "My Experience in the Schoolroom Twenty Years Ago."

The following program was carried out on Saturday :

"*The Model Teacher as the Student Views Him*," W. C. Rank, Chesterville, O.; "*Dust*," A. C. Crist, Iberia, O.; "*Reading, Supplementary to School Work*," A. W. Lewis, Prin. High School, Galion; "*That Boy of Yours*," J. D. Simkins, Centerburg, O.; "*Recitation*," Miss Lizzie Ustick, Mt. Gilead, O.; "*What Should be Expected of the Teacher?*" B. T. Jenkins, Sparta, O.; "*Why We Teach*," J. J. Bliss, Crestline, O. Our correspondent writes, "we had a grand good time."

—President Porter has sent to the corporation his resignation of the presidency of Yale College, the resignation to take effect at Commencement in the latter part of June. He will, however, retain his position as Clark Professor of Moral Philosophy. President Porter graduated from Yale in 1831, and was a tutor in 1833 to 1835. In 1846, he was appointed Clark Professor of Moral Philosophy, and in 1871 was put at the head of the University, succeeding President Theodore D. Woolsey. He is now seventy-four years of age. At its meeting in May, 1886, the choice of his successor falls upon the corporation. The names most frequently mentioned as his possible successor are Professor E. S. Dana, President Gilman of Johns Hopkins, Professor Timothy Dwight, ex-President Andrew D. White, of Cornell, and Gen. Francis A. Walker.—*Ex.*

THE JACKSON CO. INSTITUTE.—I had the pleasure of visiting the last Jackson Co. Institute, held during the Holidays.

The large attendance is enough to convince any one that it pays to hold the county institute at that time of the year. The teachers surely deserve great credit for the interest which they take in their profession. They depend to a great extent upon home talent. They are a body of *workers*, and this seems to be the key to their success.

Prof. F. V. Irish, of Lima, was engaged to give instruction throughout the week. He is an able and successful instructor. His lecture Friday evening, on "The Bible, the World's Greatest and Best Library," was clear, interesting, instructive, and inspiring.

The vast audience showed that the teachers of Jackson Co. have succeeded in making their public exercises sufficiently attractive to draw the attention of the public.

May they not "weary in well-doing."

J. W. JONES.

Rio Grand College.

—Franklin County has joined the list of counties having an active educational association meeting monthly or bi-monthly. At the institute held last December, steps were taken to organize such an association. On the 13th instant the second meeting of this association was held at Columbus, seventy members being present to listen to educational addresses.

Supt. Hancock, of Chillicothe, spoke of country schools, their value to the State and their condition. He seems as young, zealous, and enthusiastic in educational matters as he was when I heard him twenty years ago.

Supt. A. C. Deuel, of Urbana, spoke of the value of teachers' associations and institutes, contributing much sound advice to the young association.

Supt. Stevenson, of Columbus, spoke of the value of organization, and of the necessity of harmony between city and other teachers.

Thomas Fitzgerald, of Worthington, was elected president for the year, and the association indorsed Dr. Hancock's address by adopting a resolution in favor of the "township system" for country schools.

The next meeting will be held in Columbus, beginning at 10 A. M., railroad time, March 13th. B.

—At a late meeting of the Presbyterian synod of New York a resolution was introduced to be acted upon next year, which urges the imperative duty of opposing the attitude of indifference to religion which appears in our public school manuals and in the educational work of our reformatories, and at the same time of using all proper means to secure the incorporation with the course of State and national instruction of the following religious truths as a basis of national morality, viz.:

1. The existence of a personal God.
2. The responsibility of every one to God.
3. The deathlessness of the human soul as made in the image of God, after the power of an endless life.
4. The reality of a future spiritual state in which every soul shall give an account for itself before God, and shall reap that which it has sown.

It has since been proposed to add a fifth subject for teaching, viz.;

5. The decalogue, interpreted both by the sermon on the Mount and by the life and example of Christ as the standard of morality.

—The next meeting of the Western Ohio and Eastern Indiana Superintendents' Association will be held at Sidney, Ohio, April 8, 9 and 10. The practical plan of this meeting does not provide for prepared papers and addresses. For the exchange of experience and calling out of best methods, the following subjects will be discussed:

1. Tardiness and Truancy. 2. Recitations. 3. The Recess Problem. 4. Optional Studies in the High School. 5. Manual Training. 6. Examinations. 7. Literary Exercises. 8. Modes of Punishment. 9. The Teacher's Relation to Sanitary Science. 10. Study out of School Hours.

Meetings of this kind have already been held at Winchester, Union City, and Richmond, Ind., and the Ohio teachers who have been present have been delighted with their efficiency and practical nature. Able educators attend these meetings, not to give information but to gain. I hope the voluntary adoption of Western Ohio by the Indiana superintendents will be strongly endorsed and approved by a liberal attendance upon the part of Ohio superintendents. Detailed circular will be mailed upon application.

P. W. SEARCH, Chairman Ex. Com.

—The fourteenth annual report of the Commissioner of Education, just issued, brings the record of education in the United States up to June 30, 1884, and is a volume of great interest to the thoughtful educator.

The totals in the items of public school income, expenditure, and property for three successive years are as follows:

Income: 1882, \$94,327,188; 1883, \$97,967,739; 1884, \$110,567,567; total

increase for the two years, \$16,240,379. Expenditure: 1882, \$91,158,039; 1883, \$97,844,521; 1884, \$103,949,528; total increase for the two years, \$12,791,489. Public school property: 1882, \$216,562,197; 1883, \$231,944,158; 1884, \$240,635,416; total increase for the two years, \$24,073,219.

In a general review of the record of public education for the year, the Commissioner says:

"Efforts have been made in certain sections to direct public interest toward denominational schools, and in others to limit the free schools to the most elementary work. Here and there such efforts have hindered the progress of free schools, but on the whole they have had the contrary effect. The growth of the free school system in the South, the interest manifested in the Eastern and Western States in various measures for the improvement of the schools, the attention given to the subject by the public press and public societies, the enthusiasm displayed at the meeting of the National Educational Association at Madison, Wis., show that on the whole the public school system is stronger than ever in the confidence of the people. Since the date of my last report, legislation has been secured in several States increasing the efficiency of the schools. Kentucky has reclaimed school funds sufficient probably to add from \$160,000 to \$170,000 to the amount annually distributed for public instruction, and has made provision for optional county school taxes to the amount of 25 cents on every \$100 and \$1 on every poll, in place of the optional district tax of \$2 on every person sending a child or children to the district school. In Texas the office of State superintendent has been restored, and in both New Mexico and Kentucky provision has been made for county superintendents. In Massachusetts the law with respect to school supplies has been extended. Heretofore school books and other material have been furnished to pupils in the public schools of that State and the price taken out of the next annual tax. Now school committees are required to purchase the necessary text books and loan them to pupils free of charge."

"Wherever proper provision is made for the inspection and supervision of rural schools excellent results follow. Union of districts and the adoption of the township for the district system are measures that have greatly promoted the efficiency of this class of schools, and experience abundantly illustrates the advantage of definite classification by means of graded courses of study, or, where it is practicable, by the formation of primary and intermediate classes under different teachers. Grading in the country schools leads to provision for branches a little in advance of those that the school laws make obligatory, prevents the early withdrawal of pupils, and increases the number who advance to the high schools. It may also be easily shown that grading is an economical provision."

In speaking of Ohio, the Commissioner says, "*The country schools suffer from the want of competent supervision,*" which is manifest to every intelligent observer,—to the shame of Ohio law-makers be it said.

In speaking of normal schools, he says, "*State normal schools, established either as separate institutions or as departments of universities or colleges, are reported from all the States save Delaware, Louisiana, Nevada, Ohio, and South Carolina.*" How does Ohio, the third State in the Union, like the company she is in? Without either supervision of her country schools,

or any provision for the training of her teachers, she is falling rapidly to the rear in the educational race. It is high time for our legislators to wake up. How long shall indifference and political jealousy stand in the way of the best education of our children ?

PERSONAL.

—Superintendent Pollok, of Miamisburg, is building up a school library.

—Supt. M. E. Hard, of Gallipolis, is a candidate for the office of National Commissioner of Education.

—J Howard Brown has had charge of the New Hagerstown (Carroll Co.) academy since Sept. 1, 1875.

—Professor E. T. Nelson, of the Ohio Wesleyan University, is the president of the Blaine political club at Delaware.

—Mrs. Mary C. West, of Woodsfield, has been appointed teacher at the Fort Peck (Montana) Indian agency. An excellent appointment.

—We regret to learn that Mrs. M. R. Andrews, of Marietta, has been seriously ill for a number of weeks, with but slight hope of her recovery.

—Mr. John W. Reynolds, of Williamsport, Pickaway County, was granted a ten-year certificate by the State board of examiners, at their late meeting in Columbus.

—W. F. Hufford, for a long time superintendent of public schools at Ada, Ohio, has been elected principal of the new normal school at Middlepoint, Van Wert Co., Ohio.

—M. Tope, of Bowerston, Harrison Co., has written a work on "The Relations of Parents to Common Schools," which he hopes soon to have published. It will make a book of about 400 pages.

—Miss Emma S. Bard, of Mount Union, Ohio, sailed from New York, Feb. 10th, for South America, having made an engagement to teach at Concepcion, Chili, under the direction of Bishop Taylor's Missionary Society.

—Mr. John P. Kuhn is conducting a normal school at New Philadelphia, Ohio. One of the means he uses to prepare his pupils for teaching is to use the EDUCATIONAL MONTHLY as a reader in his school. An excellent plan.

—John D. Philbrick, LL. D., well known throughout the country as a leading educator of New England, died at Danvers, Mass., in the early part of February. He was graduated at Dartmouth in 1842, and was 68 years old when he died.

—Supt. Marcellus Manly, of Galion, has institute engagements for next summer as follows: In Brown County, two weeks; in Medina, Carroll, Union, Preble, Columbiana and Richland, one week each, and a part of a week among the Huron tribe. We speak from personal knowledge when we say that the teachers of these counties may expect good solid work and not be disappointed.

BOOKS.

Bacchantes of Euripides. Edited on the Basis of Wecklein's Edition by I. T. Beckwith, Professor in Trinity College. Cloth. Boston: Ginn & Co.

Greek Inflection; or, Object Lessons in Greek Philology. By B. F. Harding, M. A., Teacher of Greek at St. Paul's School, Concord, N. H. Boston: Ginn & Co.

A Lexicon of the First Three Books of Homer's Iliad, together with such parts of other books as are commonly read in preparatory schools. Prepared by Clarence E. Blake, A. M., Principal of Springfield (Mass.) Collegiate Institute. New York: D. Appleton & Co.

Tommy's First Speaker, for little boys and girls. Edited by Tommy Himself. Chicago: W. H. Harrison, Jr., Publisher.

Easy Lessons in German, An Introduction to the Cumulative Method; Adapted to School and Home Instruction. By Adolphe Dreyspring. New York: D. Appleton & Co.

Studies in General History, by Mary D. Sheldon, published by D. C. Heath & Co., Boston, and mentioned in a former issue, is a radical departure from the plan of the ordinary text-books on history. It is a collection of historical materials. In connection with a brief chronicle of deeds, it contains pictures of buildings and statues, extracts from speeches, laws, poems, etc., from which the student is to form his own judgment of the peoples and their institutions. To direct him in his study, such questions and problems are inserted in the midst of the material as the historian must be always asking himself. Original investigation takes the place of cramming facts and dates.

True Stories from New England History, 1620-1803. By Nathaniel Hawthorne. Grandfather's Chair. Complete in three parts with questions. Boston: Houghton, Mifflin and Co.

Elementary Lessons in Arithmetic, for Schools and Families. Prepared and Published by H. Brodt, Professor of Pedagogy in Elmhurst College, Elmhurst, Ill.

The following three books belong to the excellent series of classics for children published by Ginn & Co., Boston:

The Talisman: By Sir Walter Scott. Edited by Dwight Holbrook.

A Child's Version of Æsop's Fables, with a supplement containing Fables from La Fontaine and Krilof. Edited by J. H. Stickney.

The King of the Golden River; or the Black Brothers: A Legend of Stiria. By John Ruskin, M. A. Illustrated by Richard Doyle.

The New Third Music Reader, with two-part Exercises and Songs, and Directions to Teachers. By Luther Whiting Mason. Boston: Ginn & Co.

A Lucky Waif. A Story for Mothers, of Home and School Life, by Ellen E. Kenyon. 12mo. Extra clo., price \$1.00. New York: Fowler & Wells Co., Publishers, 753 Broadway.

This work, with its graphic pictures of home and school life, is full of suggestion for mothers and other home educators who feel the grave responsibility of their relation to the little people entrusted to their keeping. Written in the

form of an attractive story, it follows its principal actors from childhood to maturity; and as their budding characters develop under the pen of the author, we are led to observe the effects of good and bad culture upon minds of considerable natural diversity.

Outlines of Psychology, with special reference to the theory of Education. By James Sully. Reading Club Edition, abridged and edited, with Appendices, Suggestive Questions, and References to Pedagogical Works, by J. A. Reinhart, Ph. D., Principal of the High and Normal Training School, Patterson. N. J. 16mo, pp. 375. Syracuse, N. Y.: C. W. Bardeen. Price, \$1.50.

The larger work, of which this is an abridgment, is recognized as one of the clearest and best expositions of the facts of mind, with special reference to the theory of education, that has ever appeared. The editor of this revision has done his work well. By the addition of notes, questions and references he has made the work more valuable as well as more available for the great mass of teachers. We have read several chapters carefully and feel prepared to recommend the book strongly.

A Text-book of Inorganic Chemistry. By Prof. Victor Von Richter, University of Breslau. Authorized translation, by Edgar F. Smith, Professor of Chemistry in Wittenberg College, Springfield, Ohio. Second American from the fourth German Edition. Philadelphia: P. Blakiston, Son & Co.

Prof Smith's translation of Richter's *Inorganic Chemistry* has been before the public for some time, and stands approved by many of the leading teachers of natural science throughout the country. For the present edition many parts have been rewritten and new matter added.

School Management: a Practical Guide for the Teacher in the School-room. By Amos L. Kellogg, A. M. Fifth Edition. New York: E. L. Kellogg & Co.

Mind in Nature. Published by the Cosmic Publishing Co., 171 West Washington St., Chicago.

The publishers of this new magazine have issued a limited edition of the first volume, handsomely bound in dark green, fine English muslin, with yellow edge, which they offer to sell at one dollar and twenty-five cents.

Volume VIII of *The Practical Teacher*, bound in cloth, contains all of Payne's visit to German Schools, in addition to a great variety of articles on educational topics. New York and Chicago: E. L. Kellogg & Co.

An Aid to English Grammar, designed principally for teachers, by Asher Starkweather, A. B., is filled with practical exercises in the classification and use of words. Published by C. W. Bardeen, Syracuse, N. Y.

The Temperance Teachings of Science. Adapted to the use of teachers and pupils in the public schools. By A. B. Palmer, M. D., LL. D. With an introduction by Mary A. Livermore. Boston: D. C. Heath & Co.

Language Exercises: Grammar and Composition. Part III. By C. C. Long, Principal of Twenty-seventh District School, Cincinnati. Van Antwerp, Bragg & Co., Cincinnati and New York.

There is in this book a judicious combination of the essentials of English grammar and practical composition exercises—the true method.

The School Room Chorus, a collection of Two Hundred Songs for Public and Private Schools, compiled by E. V. DeGraff. 70th edition, enlarged and from new plates. Small 4to, pp. 148. Syracuse: C. W. Bardeen. 35 cts.

The Diacritical Speller. A practical course of exercises in Spelling and Pronunciation, embracing Alphabetic Analysis, a simple and comprehensive study of some principles of Diacritical marking, and a short notice of Penmanship. By C. R. Bales. 8vo, pp. 68. Syracuse, N. Y.: C. W. Bardeen, 50c.

The Teachers' Blue Book for the Public Schools of Ohio, for 1885-6: a teachers' and school officers' directory for Ohio. Published by Joseph Boyd, Dayton, O.

Temperance Song Herald, a collection of songs, choruses, hymns, etc., for the use of temperance meetings, lodges, and the home circle. Compiled by J. C. Macy. Boston: Oliver Ditson & Co.

A Book of Short Quotations, for the use of Preachers, Lawyers, and Public Speakers, but more especially for daily exercises in schools. By George C. Hodges, A. M., Abbeville, S. C.. Printed by J. B. Lippincott & Co., Philadelphia.

Hand-Book to the National Museum under direction of the Smithsonian Institution, Washington. Brentano Brothers, New York.

Hints on Language, in Connection with Sight-reading and Writing in Primary and Intermediate Schools. By S. A. Bent, A. M., Superintendent of the Public Schools of Clinton, Mass. Boston: Lee and Sheppard.

We cannot commend this little book too highly. It is packed full of valuable "hints" so plainly given that even a stupid teacher could hardly fail to "take the hint."

Report of the Superintendent of Public Instruction, of the Commonwealth of Pennsylvania, for year ending June 1, 1885. Hon. E. E. Higbee, Superintendent, Harrisburg, Pa.

Dr. Coulter's *Manual of the Botany of the Rocky Mountain Region*, published by Ivison, Blakeman, Taylor & Co., of New York, and mentioned by us in a former issue, presents the flora of a region not hitherto covered by any published work. It includes Colorado, Wyoming, Montana, Western Dakota, Western Nebraska and Western Kansas, describing also the larger part of contiguous floras.

Outlines of Mediæval and Modern History. A text-book for High Schools, Seminaries, and Colleges. By P. V. N. Myers, A. M., President of Belmont College, Ohio. Boston: Published by Ginn and Company.

This book is a continuation of the author's *Outlines of Ancient History*. It is not a mere compendium of facts and dates, but facts are used to illustrate historic principles and tendencies. Events are not arranged under reigns or dynasties, but grouped according to historic development, so as to form in simple outline the story of civilization for the time included. There is a good deal of the philosophy of history—more, perhaps, than the average high school pupil is prepared to assimilate. The concluding chapter is devoted to the present "Industrial Age," in which the labor question and socialism are treated briefly but, we think, judiciously.

The Butterflies of the Eastern United States. For the use of classes in zoology and private students. By G. H. French, A. M., Professor of Natural History in the Southern Illinois Normal University. Philadelphia: J. B. Lippincot Company, 1886.

By "Eastern United States" in the title is meant the region east of the western boundaries of Minnesota, Iowa, Missouri, Arkansas and Louisiana. The work contains a brief description of the several stages of butterflies, methods of capture and preservation, and a description of all the species found in the included region.

Annual Report of the Board of Education of the Columbus Public Schools, for the year ending Aug. 31, 1885. R. W. Stevenson, Superintendent.

Fifth Annual Report of the New West Education Commission. Rev. Charles P. Bliss, General Secretary, Chicago, Ill.

Thirty-Ninth Annual Report of the Norwalk Public Schools. W. R. Comings, Superintendent.

Ohio Normal University Herald; a Monthly Journal published in the interest of the literary societies of Ohio Normal University, at Ada, O.

Annual Report of the Public Schools of Steubenville, Ohio, for school year ending Aug. 31, 1885. H. N. Mertz, Superintendent.

Annual Report of Public Schools of Piqua, Ohio, for school year ending Aug. 31, 1885. C. W. Bennett, Superintendent.

MAGAZINES.

The Popular Science Monthly for March, published by D. Appleton & Co., comes, as usual, laden with meat for strong men. "Proem to Genesis" is a reply to Huxley, by William E. Gladstone. "Health and Sex in Education," by Dr. Dewey, of Michigan University, is an important contribution to the discussion of an important subject. The editor indulges in a scathing castigation of all concerned in the preparation, publication and use of Bardeen's edition of Sully's Outlines of Psychology, noticed above, especially the editor, Principal Reinhart, of the Patterson High School. He alludes to a conspiracy among the teachers of this country to steal Mr. Sully's book, and asks whether Principal Reinhart could "explain to his classes the moral difference between stealing Mr. Sully's book and stealing his watch.....Such a Principal may comply with the State standard of competency to control a high school, but, in our opinion, he is not fit to give instructions in moral education."

The Atlantic Monthly for March, published by Houghton, Mifflin & Co., has its usual instalments of serials, some shorter complete stories, several excellent biographical and historical sketches, book reviews, contributors club, etc. It is always bright and entertaining.

The Century Illustrated Monthly Magazine has reached a very large circulation and a popularity never surpassed by any similar publication in this country. The interest in its illustrated war articles still continues without abatement.

The New England Magazine, the successor of *The Bay State Monthly*, is devoted to the history, biography, education, literature and industries of the States in the historical New England group. The January issue is No. 1 of the new series.

—T H E—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

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SAMUEL FINDLEY, EDITOR.

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THE SUPERINTENDENT AND THE TEACHER.

BY MARGARET W. SUTHERLAND, MANSFIELD, OHIO.

(Read before the North-Eastern Ohio Teachers' Association.)

In all of the years of my teaching I have had scarcely a difficulty with the parents of my pupils, the patrons of our schools. I have thought this in a large measure due to the fact that I belonged both to the people and the school. That is, that I was the only teacher in the family and in the connection; and having younger relatives in the schools, was in nowise debarred from the citizens' view of school matters. Then, as I was a teacher and the friend of all true teachers, I could look on a matter from the teacher's standpoint. This understanding the citizen's view of the matter has been very helpful to me. I think I am able to accept all kindly criticism from those outside of our profession; and, indeed, to admit the truth of some criticisms not intended in a kindly spirit. Although I *do* believe, honestly believe, that the public schools as a class are better than any other schools, yet I do not think they are perfect. In fact, I have read Gail Hamilton's book, "Our Common Schools," and am able to say to some things, "That is not true. I think I could prove the contrary from experience and personal observation." But to other statements, humiliating ones, too, I have candidly admitted, "That is the truth; and I could tell

you more of it." To me it seems that she makes her mistake in thinking all superintendents and principals of one unseemly pattern. This is an error, for there are superintendents good and true, whose services for the profession, for the race, are almost incalculable. I think that the number of excellent superintendents in proportion to the number of superintendents is the same as the number of excellent teachers in proportion to the number of teachers; no greater, no less. And as at educational associations the superintendents constantly discourse upon the teacher, the teacher will not be deemed arrogant who ventures to write upon the superintendent, especially if she only presumes to write upon that side of his duties with which it is impossible for her not to be in some degree familiar.

Mr. Bicknell said in his inaugural address as president of the National Educational Association in 1884, "One of the greatest faults of our supervision of schools is its tendency toward a superficial, artificial, non-vitalized, and non-vitalizing relation to the school. The visit and work of some superintendents oftener seems a 'visitation of Providence' rather than a helpful, hearty, vital support to teacher or school." Every time I have listened to a discussion of the question of county supervision, the worth or worthlessness of such supervision has seemed to me entirely dependent upon the quality of the men called to fill the office. If we can have salaries paid sufficient to call knowledge and skill into service, if we can keep the question of politics in the background, so that the one best fitted for the position, whether Republican or Democrat, will be called to fill it, I am heartily in favor of county supervision; but if these conditions are impossible, then we are better without it.

In considering the superintendent in his relation to the teacher, I shall have in mind the superintendent of the smaller cities and towns, or in the larger cities the supervising principals; the superintendents of the larger cities cannot sustain the same relation to their teachers as those in smaller cities.

Let us consider first the superintendent in his work of selecting a teacher. As far as possible he should have no motive in view but the selection of that teacher best qualified for the position. If the board of education has selected for the head of the schools an honest, capable superintendent, little troubled about keeping his situation except by faithfully discharging his duties, he should be allowed great liberty in the selection of teachers. There must always be a risk even on his part, an uncertainty as to the result of his choice, which would be made incomparably greater if appointments were made by those ignorant of the qualifications of a good teacher; and if not ignorant, too

much engrossed by business to give the matter much attention. The superintendent should neither by word nor action lead the teacher to believe that the matter of her appointment was one of personal favor; and he should never by the slightest word intimate that she was under any personal obligation to him for her situation. When appointments are made from high-school graduates, the opinion of the teachers whose connection has been last and most intimate should be sought. Of course, the teacher must feel that in the end the judgment of the superintendent is to prevail; but very often the high-school principal would be a counsellor whose advice would be very valuable, if sought in a spirit of candor, and given with a confidence in the superintendent that would make it impossible to withhold anything to his advantage or that of the school. For many reasons the relation between the superintendent and the high school principal is a very important one. Commissioner De Wolf at one time said, "A really inspiring teacher will often leaven the maturer elements in his school, so that great vitalizing power will speedily manifest itself, and thus the high school will often be, and it should be always, a wonderfully quickening influence over the schools below." Of course this statement did not refer alone to that of which we are speaking, but its connection with the matter is obvious. The superintendent can help the high school greatly by showing that, so far as within his power, teachers will be selected from the most capable, the most faithful, the most honorable. He should, as he regards the highest welfare of his schools, avoid making the main object the selection of those who, he thinks, will be most readily moulded to his own particular model. To reject a young lady of high moral character, quickness of intellect, and warmth of affection, simply because there is in her an originality which will not trim easily to the one general pattern, is criminal. For a superintendent ever to give his consent to the appointment of one who in the later years of her school life has shown very little power of thought, no aptness of illustration, and is greatly below the average of her classmates in her ability to use clear and forcible language, is to me inexcusable. I know that gentlemen whom I greatly honor excuse bad appointments on the ground that there are so many things of which the superintendent has to think, so many whom he has to conciliate, etc. Must one renounce his manliness, his conscience, to hold his place? If I can only have my bread-and-butter by sacrificing my opinion on matters on which it is clearly proper for me to have and express an opinion, I shall form an opinion and express it, and let my bread-and-butter go. Believing, as I do believe, that the teacher is the all important thing, worth all the system, I think that the selection and re-

taining of good teachers, and the getting rid of poor ones is one of the most important of the superintendent's duties. I know it is difficult, but do we make him of much account if we do not give him something difficult to do?

And after the teacher is engaged, in what relation should the superintendent stand to her? In the relation of instructor, guide, inspirer. I know there are those who claim that it is not the superintendent's business to teach teachers how to teach. Granted, if you have a good normal school from which you select your teachers. Granted, if you will pay enough to get good teachers trained by some other superintendent, if not from a good normal school. Granted *never*, if your teachers are taken from the high school or from the college without any practice in the school-room. The superintendent cannot do a greater good to his schools than by improving his teachers; and he will do more to develop his own powers by studying the science and art of education than by degenerating into a mere compiler of statistics or a thoughtless examining machine. He should be able to go into a school-room, teach a class, talk to the teacher afterwards about how he taught, ask her why he did such a thing, and tell her that he wants her to think out, *work* out a better plan for some particular part of it. The main part of his attention should be given to his new and inexperienced teachers, though the old should receive a visit from him every once in a while, the last visit made on a different day of the week, and at a different hour of the day from the preceding visit. When he gets a new idea, he should generously share it; for old ideas sometimes become woefully threadbare on the part of the old teacher as well as of the superintendent.

Whenever a city becomes too large for a superintendent to do this work, then I believe there should be an assistant superintendent in all places where there are not principals who devote only half of the school day to teaching. I have sometimes thought this assistant superintendent should be a lady. That one who has taught in a primary school, who has had her first year of professional life as a teacher of children, knows more of the cares and perplexities of the young teacher, better how to meet them, and has a more sympathetic care to guard against that most disheartening of all things, *failure*, than the most thorough student who has taken charge of schools just after his graduation from college, or from some of our so-called normal schools.

Where the city cannot afford to pay for the entire time of such an assistant in supervision, let part of her time be given as a teacher in the high school. I should like to secure for this position the liberality

of culture which marks many high school teachers whom I meet, and not alone the good plan of doing certain primary work.

There exists a diversity of opinion as to the wisdom of the superintendent's conducting teachers' classes for their instruction in subjects on which they are to be examined, or in more advanced studies than belong to this list. I am not prepared to urge the matter as a duty. I think the superintendents themselves can better determine this matter. But I am fully prepared to testify as to the good that has been done by such classes. I know a superintendent who enjoyed in a greater degree the confidence and respect of his teachers than is usual for the supervisor of any department of work, many of whose teachers have been called to other fields of labor, always in the line of promotion, who was never without these classes. At one time he had a class in grammar; at another time, in arithmetic; in addition to these, for several years, a class in Latin; one year, a class in English literature, another year, in Porter's intellectual science. For several years, he and a small number of his teachers belonged to a class in German under a professor of that language; and during other years he read German regularly with some of these teachers. His schools were never the losers by this. Not one thing usually done by superintendents did he neglect, even of those things whose utility is questioned by some thinking minds. Nor do I believe that he was overworked; he had learned the secret of accomplishing wonders by quiet, cheerful perseverance. He has imbued others with the same spirit of untiring zeal in good work, until they, too, in their turn have had the young "rise up and call them blessed." But whether or not these classes are formed, there is always the teachers meeting, and that we shall next consider.

What should be the relation of the superintendent and the teacher in the teachers' meeting? Should it always be the relation of teacher and taught? If so, should the teachers be instructed as little children or as high school pupils, capable of entering in a great degree into the thoughts and feelings of the instructor? Should there be no free interchange of ideas upon the subjects under consideration? Are the teachers to be brought together to have the superintendent follow the example of the poor teacher who scolds the entire class for the fault of one? What good is accomplished by such a course of action? If the superintendent takes the opportunity at a general teachers' meeting to scold (I use the word advisedly) at the disorder in some school-room with such indignation that he evidently loses control over himself, it must affect the teachers subject to his supervision in one of three ways, according to the class to which they belong. If they have an inner con-

sciousness that they are not very strong except as shielded by the superintendent ; that if they lose their present situation it will be difficult for them to secure another ; in short, that their bread-and-butter depends upon his favor, the poor souls are cowed into deeper submission, and they become even more machine-like than before. Those belonging to class number two have a feeling of scorn and resentment aroused, which is a disturbing element in their lives and makes them almost long to get out of a place where such things are tolerated. The teachers of the third class,—not always the largest class,—are placed in a position immeasurably sad. They are filled with regret at the destruction of that respect which they feel is in some degree due to one who fills such a position—that the very office should entitle him to that respect which it is becoming impossible for them to pay. If to these teachers themselves such a superintendent is *almost* invariably kind, so that personally they have no cause for complaint, but they are of such a nature that they suffer from injustice done to others, their position is painful in the extreme. Gentlemen, you should for your own sakes, if for no other reason, beware of estranging teachers of such a class. I believe that their support will afford you the strongest moral support you can have ; that without it, you will finally fall, no matter what your other props may be. Should there be no criticisms made at teachers' meeting ? Only such as belong to the teachers as a class ; anything that affects the general welfare of the schools should receive attention at such a time ; but individuals should be corrected privately. The faults that are general are, indeed, too apt to be overlooked, if a superintendent has been many years in one place. Indeed, they are like some of our personal defects. We are blind to them and cannot "see ourselves as others see us." But the way in which such faults might become visible is also a good thing for the teachers' meeting ; that which instead of being the bugbear of many teachers might be made a source of pleasure and profit. Education as a science and an art ought to be the subject of every teachers' meeting. Those grand principles which lie at the foundation of our work should be constantly studied. When they are before us the question should be asked, how does our practice conform to this principle ? If it is at variance with it, may there not be something wrong in our practice ? Suppose we try next month to teach according to what seems scientific truth, and at the next meeting the superintendent will make his report in regard to the manner in which theory and practice seemed to him to work together, and a report upon the results as he observed them ; not alone whether they were good, but in regard to the manner in which they were reached. The teachers must also be encouraged to talk

freely of their plans, wherein they were able to realize them, and wherein they failed of success. I have heard a great deal of wise counsel from superintendents, much for which I am grateful; but I believe that no superintendent should be willing to forego the assistance which can be derived from thoughtful men or women who are constantly engaged in that in which, perhaps, he may be having little experience—that is, teaching.

A superintendent can debar his teachers from all active part in the teachers' meeting from one of two reasons: either he thinks them incapable of taking part, or he fears the contrast of his work and theirs. The latter is an unmanly reason which I think is not widespread. Where it does exist, let the superintendent go to work with energy and destroy it by making himself in reality the head of his corps of teachers. If the fear that the teachers may not be able to take part influences him, let him, at least in this particular instance, become a believer in that theory of the new education, "we learn to do by doing." Lectures on chemistry unattended by experiments are not productive of the highest good. The student of natural history must look at something and then tell what he sees; and it may be possible that he may observe something as yet unseen by his teacher. No matter how much wit and wisdom the superintendent puts into his lecture, it will not effect the greatest good if the teacher is to be a mere listener, take in the lecture as inspired truth which is not to be *tested* on account of the inspiration. Rather let her listen and put into practice and be allowed to report the results of her observations, whatever they may be. Perhaps the objection may be urged against the teacher's taking part that she is now overworked and that the writing of essays should not be added to an already long list of duties. It is not necessary that elaborate essays be written by the teachers. Those who choose to make notes of their work and present them in that form should be at liberty to do so; but telling what they have tried and what they think about it will do, and I do not find the majority of the teachers unwilling to give their experience. If a wise listener could only pick out the most valuable parts of this experience and make emphatic for all, that truth which some clear head and warm heart had offered, how much good might be accomplished. Mr. Stevenson said in his admirable address upon the superintendent, delivered at the meeting of the National Educational Association held at Madison: "It is plainly the duty of the superintendent to suggest and to criticise, to discuss all schoolwork in a spirit of candor and with firmness, but not to force the acceptance of his views."

Dr. Harris says: "The superintendent of schools finds it his most

important duty to create and foster an enlightened public opinion in regard to the province and functions of the system of education under his charge." However this may be, one means of creating and fostering this opinion is through proper influence brought to bear upon teachers who are thoroughly respected by their pupils and strong in the community in which they live. That if the superintendent influences the teachers, through them he may reach the pupils first, the parents afterwards, is clearly shown by the strong interest that is taken in punctuality in some cities in which not a teacher punishes tardiness by the rod or detention.

The superintendent should give his teachers a view of other educational quarters. There are statistics which, though they are not of vital importance, are the basis of some comparisons between different cities, and serve either to encourage the teachers to greater effort to maintain a good standing in these respects, or to arouse them by the consciousness that they are falling to the rear.

The superintendent should aim to keep his teachers abreast of the educational knowledge of the day. I do not mean that he is entirely responsible in this matter, but that he should show his appreciation of all who are aiming to reach the advance line. We talk of the wonderful effect of encouragement upon pupils. No less wonderful is its effect upon teachers. Particularly do I plead for its powerful influence for the young teacher. The teacher who works feeling that every honest effort will be appreciated, that every real success will meet with the reward of commendation, and, if in the power of her superintendent, with public acknowledgement in the shape of promotion or increase of salary, has a great stimulus to action. Putting the teacher's happiness aside, it is extremely hurtful to the schools if the teacher can say with any degree of truth, "It's no use for me to study, attend institutes, or try to carry into practice that which I read in educational magazines, for somebody else who has influential friends will be promoted, while my efforts are left unnoticed."

Perhaps some one is saying that I do not seem to know that the election of teachers is in the hands of the board of education and not in the hands of the superintendent. I am of the opinion that even if the election of teachers depends entirely upon the boards the assignment to a particular grade is left largely to the superintendent or principal. More than this, I know that in this State there are superintendents of such influence that the directors only confirm the appointments which they make. Part of the duty of a superintendent is to lift his directors to the ground that the interests of the children are too precious to be subordinated to the desire to help some relative, as-

sist some needy person, or place under obligation some political or business associate. The superintendent who, for fear of damaging his own prospects, will not make a protest against what seems to him a poor appointment or unmerited promotion, by his want of manliness shows himself unworthy of his high position. The superintendent should encourage not crush individuality. This is not a novel statement. From the lips of superintendents themselves, at State associations, I have heard that if the teacher's and the superintendent's methods are both equally good, the teacher should be allowed to follow her own method, because she will work more successfully in it. But, gentlemen, I am afraid that this good advice is not generally followed. If it were, the charge of arbitrariness which is by no means confined to one particular locality, would not be so often heard. The superintendent may decide what he wishes accomplished in a certain specified time, not by any means too limited, but should leave the method of accomplishing it to his teachers, so long as their work is not at variance with established principles of pedagogics. The mode of managing a school should be left to the wisdom of a teacher, except so far as helpful hints kindly and opportunely given. So given, they are received in a corresponding manner. I speak from experience in this matter. But I do not believe that the same kind of order is to be expected or even desired in all parts of a city, in all grades of schools. Prompt and cheerful obedience, truthfulness and industry are essentials: hearing the ticking of a clock is a non-essential and should not be made the criterion of success, *at least in a primary school!*

I am in search of truth, and if I say some things that seem a little hard, I must be pardoned; for at this stage of my paper I wish to assert positively that I have no personal grievance, that if all my superintendents were here they would assure you of the uniformly pleasant relations that have existed between us, and I am grateful, deeply grateful for real instruction, guidance and inspiration. I should not have my ideal superintendent if I had not found nearly all his elements in one or more individuals. But I go through the world with eyes and ears wide open, and I am speaking to-day for those of my sisters and brothers who feel much of what I voice. I believe that much is left undone that would be beneficial, and much required that is non-productive of permanent good, and yet a serious draft upon the teacher's strength and time, for the sake of appearances. I do not make a plea for idleness, but for the cutting down of everything that is not really valuable, in order that time and talent may be given without grudging to making wise men and women, worthy citizens. Continually is one met with "I know that is good. I'd like to try it, but

we can't take the time for it and be ready for our examinations. We must keep close within our course." These examinations, if not carefully conducted, are a very effectual means of crushing originality. I have heard a teacher say, "I taught as I thought I ought last quarter, and my pupils were deeply interested and I know they learned a good deal about the subject; but examined as they were, they went down in their grades, which was discouraging to my best pupils. Just you see if I don't get them up next time." I'll agree with you that that was not altogether right in the teacher, but I understand that her motive was not altogether evil. Again and again, in one place and another, have I heard, "I know that is not the best method of teaching that subject. I doubt whether it is true teaching at all, but ——" At the hesitation I ask, "Does your superintendent say you *must* teach that way?" "No, but it is the only way we can get our pupils ready for the tests he gives us." To the credit of the superintendents, I believe they do not know how widespread this evil is, and for the good of the schools I am telling them.

Let us consider briefly the superintendent and the teacher in the matter of pupils reported to him for discipline. It is the duty of the teacher to report very accurately all the circumstances which led to the reference to higher authority, to tell very dispassionately the general character of the pupil and his influence upon the school, give her opinion as to the best course to be pursued if the superintendent asks her, withhold it if he does not, so long as she has referred the matter to him, and abide graciously by his decision when he has given it. After the superintendent has carefully heard what she has to say, he should listen respectfully to the complaint of the parent if he has one to make, but keep his own counsel; and even though he administer private rebuke to the teacher, so far as possible shield her from public criticism and uphold her authority so long as he retains her in the school. The effect of prudent action in this matter is of untold value in the general discipline of the school.

It may, perhaps, seem to you that I have said little of what the teacher owes to the superintendent. There is little to be said, but *that little means a great deal*. In the first place, I think that no teacher or principal should be an applicant for the superintendent's position. Great injury is done to a corps of teachers and, consequently, to the schools, where the harmony that should exist is destroyed by the constant effort to weaken the influence of the superintendent by the making of little remarks, not much in themselves, but tending towards making it difficult for him to retain a position which his subordinate desires.

A teacher should not deceive a superintendent. She should answer

candidly any questions in regard to her school which he may ask, let him see a fair, honest specimen of her daily work, give examination questions just as he intends, mark the papers with great exactness, and make clear and accurate reports. She should obey him so far as her conscience will permit; but whenever told to do a thing in her judgment not right, if it affects the mental or moral development of her pupils, she should respectfully yet honestly tell him that such a course does not seem to her wise, win him to her side of the case, if possible; but if not, if after the most careful investigation, her own way seems best, I think she ought quietly to follow it, and if the superintendent be unreasonable, suffer the consequences. The teacher owes to the superintendent courtesy in the school-room or in society. When conditions are such that there can be mutual respect, there will be a warm, hearty support which will influence the pupils and the community. In conclusion, for the teachers whom I represent I say, give us support so long as we need it, sunshine of encouragement always, but above all, give us room to grow.

THAT DECIMAL FRACTION AGAIN.

MY DEAR EDITOR:—My great respect for the ability of your correspondent has caused an equally great surprise that he should hold that the gist or essence of a decimal fraction is its sensible expression on "blackboard, slate, or paper." I notice, however, that he puts forward this view interrogatively, and that when he drops the interrogative form of statement, he makes the sensible expression only the "differentia."

Permit me to examine briefly both of these views.

If the decimal expression with sensible characters on "blackboard, slate, or paper" be the essence of a decimal fraction, it follows that such a fraction has color, form, and position—the attributes of all sensible objects. Suppose .75 be written several times on the blackboard with crayons of different colors, in figures of different forms and sizes, and in different positions. If the sensible characters, (.75), are the decimal fraction, then we shall have as many *different* decimal fractions on the blackboard as .75 has been written times, and these may properly be described as white, blue, green, large, small, fat, lean, tall, short, vertical, oblique, etc. Do the attributes expressed by these adjectives belong to a decimal fraction? If not, then the sensible expression is not the gist or essence of such a fraction. It seems a waste

of time to show that a decimal fraction is not *material substance or phenomena*.

It seems equally unnecessary to show that the "mental picture" of the sensible expression is not the essence of a decimal fraction. Every mental image is necessarily *individual*, that is, it corresponds to or represents an individual object. Suppose that forty pupils each write on the blackboard .75. This would give forty individual expressions (.75) and these would give forty different mental images, each having its own characteristics. Would each of these forty different mental pictures be a decimal fraction? How many decimal fractions have been written, one or forty?

It may be said in passing to the next point that this disposes of the assumption that the "mental picture" of the sensible expression is a necessary part of the "concept" of a decimal fraction. As a fact of personal experience it is neither a part of my concept of a decimal fraction nor is it necessarily associated with it, and a fine mathematician at my elbow bears the same testimony. It is not possible for a mental picture, which is necessarily *particular*, to be a part of a *general* concept; and the mere fact that such a picture is *associated* with a general concept, does not make it a part of the concept, much less an essential part. Most English speaking people who have a concept or idea of the being called angel, never think of that being without associating with the concept, the word *angel*, spoken or printed. Does this fact make the word angel an essential part of the being thought of?

But let us make this illustration still more forcible and conclusive. Angels are generally represented to the eye on canvas or paper in the form of a female human figure with wings. Persons who have often seen paintings or engravings representing these graceful forms, have the mental picture of some one form, so closely associated with their concept of an angel, that the presence of the latter in the mind calls up the former. If this winged female figure were the universal sensible representation of an angel, would it be an angel or an essential part of an angel? Would the idea or image of the angel form be an essential part of the concept angel? Mental products may be closely associated without the one being a part of the other.

We are now prepared to ask whether the sensible expression of a decimal fraction is its *differentia*.

Your correspondent concedes, as I understand him, that a real or simple fraction is a "numerical quantity," a number verity, and that it is possible to think of such a fraction without conceiving it as expressed in figures in any form. This simple fraction, existing inde-

pendent of any special form of expression, is, I take it, the *genus* fraction. Its entire essence is non-sensible. This is an important truth, and let us stick a pin in it.

A decimal fraction is a *species* of fraction (is it not?) and as a species it must necessarily contain *the essence of the genus*; but the essence of the genus fraction is a pure numerical quantity or verity, and hence a decimal fraction must be composed, in part at least, of *numerical essence*. Hence the essence *common* to genus and species is a *non-sensible numerical quantity*. This is another important truth, and let us stick a pin in it, simply noting that it entirely disposes of the assumption that the essence of a decimal fraction, or any other fraction, is its expression.

But what is the differentia of a decimal fraction? What differentiates a decimal fraction from the genus fraction?

Let us first test the assumption that this differentia is the sensible expression on "blackboard, slate, or paper." This assumption makes a decimal fraction a *compound* entity, composed of a non-sensible number and a material sensible expression—that is, a decimal fraction is a sort of numerical hybrid, its genetic and genus part being pure number and its differentia or distinctive part being material characters. Is not this worse than the Greek centaur? We can conceive of a spirit as embodied, but here is a number, not simply concretely manifested, but having as its essence a material expression, with color, form, and posture! Is not this a questionable shape?

But let us hasten to the decisive question, viz: What is the relation of the differentia of the species to the essence of the genus? Can this differentia be an *addition* to the genus of that which has nothing in common with its essence? A tree may be boxed for protection or wound with tarred canvas. Would a boxed or canvased tree be a new species? Must not the differentia of the species be some modification or differentiation of the attributes of the genus? Take for illustration the genus *man* and the species *orator*, conceding the orator to be a species. An orator is a man who possesses skill as a speaker. What is the differentia? Not something outside of the man, as an oration or skillful speech, but something in the man, viz: the *ability* or *power* to speak skillfully. The differentia is *in* the man and *of* the man—not in an *outer* manifestation. The orator is not born with each speech he makes, and he does not die with it.

Let us apply this principle to the decimal fraction. Every fraction can be expressed by words and by figures. This is an attribute of the genus fraction and a part of its essence. The decimal fraction must have this genus essence and hence it can be expressed both by words

and by figures. What is its differentia? It possesses this *expression attribute* of the genus fraction in such form that it can *also* be expressed in figures in what is known as the decimal form, that is, with the decimal point and without an expressed denominator. This differentiating attribute is *in* the fraction and *of* the fraction *as a fraction*—not in its material outer expression.

What is this differentiating attribute? What is the attribute of the genus fraction that permits its expression in words and figures? It is the fact that its essence is one or more equal parts of a unit. The number of equal parts in the unit can be expressed and the number of parts taken can be expressed, and thus the fraction can be expressed. What is the attribute of the decimal fraction which also permits its expression in the so-called decimal form? It is the simple fact that the equal parts of the unit, which are its essence, are also *decimal* parts. This is the differentiating attribute of the decimal fraction, and this is a part of its essence *as a fraction*.

It is thus seen that the sensible expression of a decimal fraction on "blackboard, slate, or paper" is neither its essence nor its differentia. It is no part of the fraction as such.

It may be added that the assumption that the sensible expression is an essential part of common and decimal fractions, takes them out of the category of real fractions, since these are pure numbers. This would oblige us to make a distinction between fractions proper and fractions expressed in figures, and then the fractions we are "mentally manipulating" would be constantly playing a sort of hide-and-seek game,—first being a common fraction, then a decimal, and then hiding as a fraction!

The truth is *any* fraction may be expressed in figures in the common form, as $\frac{3}{4}$, and hence there is no real distinction between a fraction and a common fraction, and, as the terms are generally applied, decimal fractions are a class of common fractions, that is, a class of fractions. It is possible to divide fractions into two distinct classes, viz: *decimal* and *non-decimal*. It is also possible and convenient to divide the *forms* of expressing fractions by figures into three classes, viz: common, decimal, and duodecimal. All fractions are expressed in words in the same form, *both numerator and denominator being expressed*.

It is not worth while to waste words over definitions until there is an agreement respecting the nature of the things defined. A common fraction, *i. e.* any fraction, *may* be expressed in the common form; a decimal fraction *may* be expressed in the decimal form; and a duodecimal fraction *may* be expressed in the duodecimal form. These are statements of fact but they are not mathematical definitions.

It is conceded that if the nature of the decimal fraction did not permit its expression on the decimal scale, as integers are, it would be but little used, and no one would probably have made the mistake of supposing that the decimal expression is an essential part of the fraction. It is also conceded that in the loose figurative language of common speech figures are often called numbers, and the sensible expressions of fractions are called fractions. In common speech, the winged female human figure on canvas or paper is called an angel, the picture of a dog is called a dog, etc., but it should be kept in mind that a mathematical definition is not a figure of speech. The laws of figurative language cannot justify the error of a definition that makes a mathematical entity identical with its sign or expression. What I am urging is that this loose figurative language should be excluded from the definitions, principles, and rules of arithmetic, and that the greatest pains should be taken to give young pupils clear and accurate ideas. Is not this a sound principle of elementary teaching?

Cincinnati, O., March 10, 1886.

E. E. WHITE.

A POINT IN HIGH SCHOOL POLICY.

The Report of Superintendent Hinsdale, of the Cleveland Schools, for 1885, discusses with much thoroughness a point in High School Management that, ere long, must come to occupy the general attention of educators. We give a synopsis of the discussion.

In schools of lower grade, the pupil is practically under the instruction and discipline of one teacher at a time; primary and grammar schools are one-teacher schools; one teacher has the pupil all the time, rather in all the exercises; she teaches him spelling, reading, arithmetic, geography, etc., and is responsible for his deportment into the bargain. One result is, that she knows, or has the best of opportunities to know, the pupil in all his studies and in all his conduct. Another result is the growth, or an opportunity for the growth, of those elements of interest, confidence, and affection, on both sides, which do so much to stimulate the mind and develop the character of the pupil, and that are, in truth, the most beautiful things in school life. On the one side, this arrangement is the source of immense power to the teacher; on the other, of immense benefit to the pupil. To take the narrowest view, the pupil is far more likely to do his work symmetrically, and to conduct himself with propriety, with one teacher all day, than he is with a new teacher every hour.

Now the day that the boy or girl goes to the high school all this is changed. The pupil has no teacher in the former sense, the teacher has no pupil; the pupil rather has several teachers, and the teacher fractions of a great number of pupils. It is not always true that a pupil has as many teachers as studies; but the tendency is in that direction, and at the very least, the three leading studies are almost sure to be in the hands of as many teachers. These facts are all summed up, to the well-informed, in the general statement—high school instruction and discipline are commonly carried on by means of special teachers.

Now there is no general objection to special teachers; in its place, the special-teacher system is worthy of all praise. No one can tell how much higher instruction has been advanced by this application of the division of labor. Its first recommendation is, that it greatly enhances the teacher's knowledge of his subjects; its second, that it greatly enhances his ability to teach. The scholar who cultivates many branches of learning or science with equal hand is not likely to be very strong in any of them, according to the standards of to-day; and the teacher who teaches many subjects is not likely, according to the same standards, to compete successfully with the teacher who teaches only one or at most two subjects. This is the strong side of the special-teacher system of instruction. Its weak side is, that scholars and teachers who devote themselves to only one thing tend to become narrow as well as deep; that they tend to have no symmetrical, well-rounded views of education; that they tend to know their pupils' minds and characters only in certain well defined fields; and that there is a great probable lack of that personal knowledge and intercourse which do so much to ennoble the best school associations.

The special teacher system no doubt has a place, and an important one, in the high school. The Latin, the Greek, the German, the English, the Mathematics, the Physics, the Chemistry, etc., will not be well taught as a rule, if they are all taught by the same teacher. But most of the defects of specialized instruction that appear in colleges are more pronounced in high schools, provided that method be rigorously carried out; not only so, some other defects appear. As a matter of course, these defects will show themselves with most power on the child's first entrance to the school.

In the first place, the child has been accustomed to prepare his lesson under the eye of a teacher, and to receive more or less assistance from that source while so doing. It may be said with perfect truth that the pupil, if he is ever to become a self-reliant scholar, must learn to dispense with both the teacher's assistance and oversight; also that the assistance rendered is often greater than is consistent with good

scholarship. But it may be replied that the pupil, at this stage of his progress, needs a certain amount of assistance, and that he needs even more oversight and direction to keep him up to his work. Again, the pupil still needs to have his work, his mind, and his conduct looked over as a whole. Once more, he needs continuity of discipline. Another trouble arises from the rivalry of teachers and of departments. Not only do the Latin teachers or German teachers not know what their pupils are doing in mathematics or in science, but they very likely have a particular zeal for the "Latin department" or the "German department;" and so of all the other teachers. The resulting situation is this: three or four teachers of different degrees of power compete for the pupil's time and mind; and, as a matter of course, the strongest get for themselves, their studies, or "departments" an undue proportion thereof. Again, the pupil will be very certain to have his preferences among the teachers; and if there are several courses of study, or if an election of studies is allowed, he will, to an undue degree, be guided by this preference in choosing studies. Even if he is compelled to defer to a choice that is made at home, he can, if disposed, manifest his preference in a way to make no little trouble in both instruction and discipline. What is called an "election of studies" is often only an election of teachers; which, to a degree, is all right and proper. Lastly, and perhaps chiefly, the pupil needs that personal relation to a teacher, and the resulting sympathy and support, which are such marked features of good lower-grade schools, and that are so often wanting in upper-grade schools. In a word, the child of fourteen, coming to the high school for the first time, is not prepared by mental maturity, by training, by development of character, to leave behind him at once these peculiar features of the grammar school, and to be introduced to the special-teacher system in its full rigor.

One of the common charges against public schools, as now administered, is that they receive and handle the children in droves; that they tend to an over-uniformity; that children are not individualized either in intellect or in character, but are treated one like another. I do not now stop to inquire how much truth there is in this indictment; but do say, that so far as my own observation goes, there is no other place in the whole system where it is so true as in the lowest class of a great high school, in which the work is all done, or mainly done, by special teachers.

It has long been observed that the number of pupils who fall out of high school at the close of the first term, and particularly at the close of the first year, is very large both absolutely and relatively; also that the number of those who fail at these points to secure promotion, is

larger than anywhere else. These facts find their explanation in a number of considerations, among which must be counted the marked change in method and regimen that occurs so suddenly. The passage from grammar-school to high-school studies is, perhaps, over abrupt, but the transition in method and regimen is much more abrupt. As a matter of course, the evils of the special-teacher system, as delineated above, will appear in full force only in large schools where there are hundreds of pupils; but then it is only in such schools that the special-teacher system is carried out, or could be carried out in full rigor.

The facts now presented have led me to the conclusion that our high school system calls for considerable modification in the particulars named. High schools have gone too far in the direction of specilization. How far modification can be carried with advantage, I am not now prepared to say; but am prepared to propound the paradox, that a step backward will be a step forward. I do not rest this conclusion wholly on my own observation and reflection; I have discussed the whole subject with the high school principals and teachers, and we are one in our opinion. It is, therefore, my purpose to direct a partial change of system at the opening of the new school year. The plan will be to put D^b (or entering) pupils, as far as possible, under the charge of teachers in whose rooms they will prepare their lessons (so far as they prepare them in school), to whom they will recite their three leading studies, and to whom they will be directly responsible for their conduct. For the rest, they may recite three one-lesson-a-week studies to special teachers. In this way they will be gradually introduced to, and be prepared for, the peculiar method of higher instruction. Whether this system will be continued through the year, or only for six months, experience will determine. The time has come, both to cease calling high schools "colleges," and to cease teaching the pupils in them as college students are taught.

A VIEW FROM THE OUTSIDE.

An educational mass meeting was held at Olive Branch, Bethel Township, Clark County, Ohio, on Saturday, Feb. 20, which deserves more than a passing notice. In the first place, Bethel Township stands very near the head of the honor-roll of townships in educational matters. She has graded schools and a township superintendent. Every school in the township was represented by teacher, pupils and patrons. The forenoon was spent in literary exercises by representatives of the various schools, an address by Miss Jacques, principal of one of the Dayton schools, and the inspection of a fine display of manuscript work from the different schools.

After a bountiful dinner, the exercises of the afternoon were opened with music by the high school. "Our Schools" was the subject of an address of considerable length, by Mr. J. C. Williams, of New Carlisle, in which he sketched briefly the history of our common school system, and dwelt more particularly on the past and present of the schools of Bethel Township. Superintendent Manly, of Galion, followed in an address of an hour, "holding the audience spell-bound by his eloquence," our report says.

We are glad to make room for some extracts from Mr. Williams's address, as the utterances of a farmer who never taught school, but who evidently has a clear head and takes a deep interest in the education of the children.—ED.

The thought of free, universal education along with universal liberty is an American thought much older than the government under which we live. Two hundred and sixty-five years ago, at the landing of our Pilgrim Fathers, the thought of free, universal education was incorporated in the articles of confederation, which they at that early day adopted. From this small beginning the principle, like the leaven in the three measures of meal, has increased, until the thought has permeated every part of the country and is the grand, moving principle that underlies our present form of government. From the Pine Tree State of Maine on the north, to the everglades of Florida in the south, and from the shelving shores of the Atlantic to the golden sands of the Pacific, the principle of free, universal education, along with universal liberty, to-day exists. The history of the organization of the colonies shows that provisions were made for the promotion of education among them. Our fathers believed as we do to-day, that the right to the rudiments of knowledge is a common, natural right of humanity, necessary for the securing of good government and the blessings of liberty to mankind. Time will not permit us to trace the growth of this sentiment up through its various stages of advancement, but we will say, it has been for centuries, from the earliest history of our people until the present time. * * * * *

We have in this township nearly seventy thousand dollars invested in school property, and numerate twelve hundred scholars, employ twenty-four teachers, one general superintendent, have twelve large, commodious school buildings, conveniently located, and we pay annually in the way of taxes, ten thousand dollars for the maintenance of the same. We pride ourselves that no township in the State excels us in school privileges. The change that has been wrought in regard to the manner of educating the young is simply wonderful. * * *

* * * * * The building of large and commodious school-houses will do very well for show, but the inside work, the training and developing of the young minds that are growing up around us, will prove the most lasting monuments of the wisdom of our school

work. The school law of Ohio is sufficiently wide in its provisions to meet every requirement that is necessary to give every pupil in the State a good, practical education. All that is now needed is for our educators and school officers to post themselves thoroughly as to the responsibilities that rest upon them, and then fearlessly enforce the law and give all questions a liberal interpretation.

We must pass to the consideration of another subject. In the late report of the School Commissioner of the State, we notice that the average of teachers' wages per month, in country schools, for gentlemen, was \$38, and for ladies, \$28. We cannot hope for the best results while the wages of a school teacher are no more than what is paid for the labor of the man who drives your mules or plows your corn. The wages of a reliable farm hand are \$20 to \$28 per month, including boarding, washing and mending, which is more net money than is paid your school teachers. Your lady teachers, after paying for their board, receive about the same wages that Bridget does, who makes the kitchen her kingdom. We are one of those who believe it is economy to pay such wages for teachers as will command the best thought, and will bring to the school-room experience and ability. The best way to bring our common schools to a higher plane of usefulness is to place the profession of teaching on a financial basis that will be some inducement for the best minds to devote their time and talent to the profession, and not merely use it as a stepping-stone to some other business or profession. The school tax is cheerfully paid by the people, but are they receiving a sufficient return for their money, in the way of the better education of the rising generation? We often fear not, because our experience has taught us that a cheap school-teacher is one of the most expensive "articles" that our boards of education can employ. More brain is the need of the hour; especially is this so in the school-room. By the employment of cheap, worthless teachers, thousands of dollars are annually wasted in this State. By the policy of measuring thought and ability with muscle and horse-power, in the way of remuneration for services rendered, we drive away from the school work the brains that are so necessary for the developing of the young minds of the pupils. By the narrow, contracted policy practiced by so many school boards, other professions gain the talent that should be retained in the school-room. * * * * *

Another subject in which we are directly interested is township superintendency. For many years your educators have met a difficulty in our common schools. In the sub-districts the schools were in a manner independent of each other. In each district the schools were pursuing a course of study separate and independent of each other.

There were as many different courses of study adopted as there were districts in the township. Every teacher had his own peculiar methods, his own favorite text-books were in use, and these were changed as often as the teacher was changed. He organized the classes so as to run in the ruts peculiar to himself. A, B and C did the same, and under such a system of doing business no grade could be formed, no uniform system for the township could be adopted. We were like an army going into battle without any organization, without any purpose, without any well defined plan of warfare. Confusion often reigned. Our greatest efforts seemed to have no effect; discipline was hard to maintain and our teachers lacked enthusiasm. Many of our best educators began to doubt the wisdom of our system of education. One of the most serious troubles was the want of encouragement to the advanced scholars. It was universally the case in all the districts of the township, that when pupils arrived at the age that they should be most interested in their studies, they became careless and indifferent, lost interest in the school, and, in fact, their presence was detrimental to the school. Many at the age of fourteen and sixteen left off their school work, at a period in their lives when every hour should be improved. The course of study then pursued by the different schools was generally finished by the time the pupil arrived at the age referred to, and a continual running over the same ground becomes monotonous. Hence the unfortunate result spoken of. How to remedy this evil has been a question of the most serious consideration with those charged with the management of our school affairs. To get out of the old ruts of our fathers was something that was very hard to do, and in consequence of many of the old foggy notions of the past, progress has been necessarily slow. * * * * *

The changes made met with bitter opposition from those who clung to the old idea of separate and independent schools. But notwithstanding the opposition, substantial progress was made. As fast as possible, all causes of complaint were removed and the old sores were healed. New school-houses were built at convenient locations, and the privilege of free schools was placed within the easy reach of all. No difference how humble the circumstances of the pupil may be, he is placed on the same level as the richest in the land, so far as education is concerned. Still there was much to be done. The want of a uniform system controlling all schools alike was still a need that could not longer be overlooked. Text-books were agreed upon by the board of education and the schools of the township were ordered to use no others. This required a change of books in some cases, and the prejudice of the various teachers was in the way of a harmonious carrying

out of this resolution of the board, and each school acting independently made it a subject of serious concern to the real friends of advancement. But by persistent labor on the part of a few the wisdom of the resolution was finally acknowledged throughout the township.

About this time the subject of a central high school began to be agitated. The need of it was felt, as there was no way to have the advanced scholars continue their education. But few were able to send their sons and daughters away to school, hence the idea of a central high school met with favor, and five years ago your board of education felt warranted in making the necessary appropriation to start such a school. The purpose of the school is to enable pupils, who desire to do so, to continue their studies under the direction of competent teachers, to that degree of scholarship that will enable them to start in life with the chances of success largely in their favor, and to bridge over that critical period in their school life already referred to.

The school was commenced and proved a success from the beginning. It was with some fear and trembling that the friends of education entered into this enterprise. Some opposition was met, but like every other advance movement that is in harmony with the spirit of the age in which we live, there was no retreating, no going back. The interest in the school increased, and each year proves the great value of it. With the central high school established, the next step was to connect the sub-district school with the high school, so as to have the relationship result in a mutual benefit, for one must be the support of the other. The inspiration of one must be the enthusiasm of the other; the improvement of the means of education the object of both. This desirable object suggested township superintendence—in fact it became a necessity. Therefore, the subject was presented to the board of education two years ago by Mr. F. McClain. After a careful consideration of the subject, and addresses by Prof. Weir, of Springfield, Mr. C. S. Forgy and your humble servant, the board passed by a unanimous vote a resolution, making the principal of the high school, superintendent of all the schools in the township. We now have had two years of township superintendency, and as yet we can see no cause to regret the step.

Our time will not permit us to go into detail on this subject. We feel like congratulating the board on the success attained thus far. The principle of superintendency is right, and is bound to be accepted by the educators of our land. If we ever fail here, it will be because of our inability and not because the principle is wrong. In some parts of the township we hear complaint that the superintendent does nothing but ride around, that it costs too much and is doing no good.

We hear no complaint from those who have given the subject intelligent consideration, nor from those who pay the most taxes. Those who are making the loudest noise are those who pay the least, and are ignorant of what is being done for the cause of education in the township. They are of that class who are opposed to progress, and scoff at religion; whose highest ambition is a shame to our race; ignorance and superstition are virtues to them; their ideas of right are so dwarfish and their souls so little, that their wild canting only proclaims their utter ignorance. Education and religion are twin sisters, harmoniously working together for the elevation of mankind. In their presence, ignorance and superstition fade away; light and joy taking their place. They call poor humanity from the paths of sin and degradation, to a higher, purer, plane of life. Let me urge every one who can see good in your fellow creatures to go to work while you enjoy life and erect for yourselves a monument as immortal as the soul of man. On the tablets of the minds and hearts of those around us, we are daily writing lessons pregnant with good or evil. Impressions are made that the storms of winter cannot wash out nor the slow moving ages of eternity obliterate. Then be careful that no lesson be taught, no truth impressed but what shall be a guide and a teacher when your voice is silent, and you have passed from this to a grander existence beyond the tide.

TEACHING ARITHMETIC.

“Misery loves company,” and I feel relieved to know that others have found a weak place in their arithmetical thread. Many things conspire against thorough work. First, the tendency of superintendents is toward having the most experienced and skillful teachers retained in the primary grades; boards of education, on the contrary, are disposed to promote worthy teachers to the higher grades. The resultant of these two opposing forces can be readily found in the lower grammar grades, where most of the desultory work in arithmetic begins.

A second difficulty is the lack of uniformity of method. There are always some teachers of the fossil type, who can never expand their minds enough to grasp and put into practice any method except the one they have been in the habit of using.

A third defect is the tendency to pass over subjects too rapidly. What interest and intelligence are displayed by the children of the

primary grades, as they combine or separate numbers, either with or without the aid of objects! Instead of allowing this natural growth to continue, we become impatient, and within the next two years these same pupils are seen floundering in the vain endeavor to solve problems entirely outside of their experience and beyond their comprehension.

Lastly, some teachers seem to lack the ability to test a pupil's knowledge to ascertain whether it is the result of thought or of mere memory and imitation.

G. W. HENRY.

Lectonia, O.

One great difficulty in teaching arithmetic is to secure accuracy and rapidity. The habit of making mistakes is formed at first, and is not easily overcome. To avoid this it is best not to go over too much ground in the primary grades; to teach numbers before their expression; and to see that the elementary processes can be performed with accuracy and rapidity and without counting. Beyond this point the following is a summary of our practice:

1. The study of mental arithmetic in all grades.
2. The constant use of analytical methods of solution. Formulas may be useful, but they should follow, not precede, analysis.
3. The use of a great number and variety of supplementary problems. No text book gives sufficient practice.
4. Simple problems are best to illustrate principles. Children reason best upon small concrete numbers.
5. The pupil should not be confused with problems which involve too many principles. Teach one thing at a time.
6. The work should be so graded that the pupil will need and receive little personal help from the teacher.

In short, see that the pupil has clear ideas and conceptions of numbers, and give him sufficient practice to make his work almost automatic.

M. A. REED.

Girard, Ohio.

The great trouble is, the majority of teachers can not solve problems by analysis, and teach too many mechanical rules. We find teachers who cannot give an intelligent oral analysis to such problems as, If $\frac{3}{4}$ of the time past noon equal $\frac{3}{4}$ of the time to midnight, what is the time? Hence, we don't wonder at so many low grades in arithmetic.

If some of these teachers would quit cramming themselves for examinations and spend one year in mental arithmetic, they would be surprised to see their increased grades. Mental work is what we must have in order to become mathematicians.

A. D. FOSTER,

West Union, O.

Four years ago next fall my wife and I began teaching at this place. We found one class of eight pupils, of ordinary capacity and averaging seven years of age, that had not been taught "numbers." We decided to try the experiment of throwing away sticks, beans, and (stumbling) blocks, and drilling them in abstract numbers,—the chief object being to secure habits of quickness and accuracy in the four fundamental operations of arithmetic.

Little regard has been paid to the why of processes, until within the last year.

At present (the class averages eleven years of age) these pupils are at work in bank discount in a "complete" arithmetic, and are unusually quick and accurate in their work. They deduced the rules and formulas for problems in interest in five minutes, without any aid from the book and with but a suggestion from the teacher, and all this before they had even looked at a problem. They take up other new subjects with the same ease, and explain their work readily and well.

An hour and a quarter is the time given to the study of arithmetic each day.

This is the *only* class I have ever been satisfied with, in fourteen years experience.

Now, Mr. Editor, since my space is all used, and you have asked us not to theorize, will you explain why this class has done six or seven years' work in less than four?

C. P. CARY.

Hamlin, Kansas.

We should like to hear more about this class before attempting to account for their rapid progress. The experiment seems to be one of peculiar interest, and we hope Brother Cary will tell us more about it.—ED.

Arithmetic must be known before it can be taught. One of the chief hindrances to successful teaching is a lack of thorough knowledge on the part of the teachers. None but thorough masters can teach arithmetic effectively, and some skillful arithmeticians fail as teachers because of giving too much direct aid to pupils, who should be taught as though you taught them not. The teacher must be careful not to rob the pupil of his inalienable right of discovery; not to do all the thinking and most of the "dead work" for his pupils; but to insist that they do both for themselves. He should always remember that the quality of the work done and the manner of doing it are much more important than the number of pages passed over.

The teacher's knowledge must be profound, not that he may exhibit to the class a model solution of every difficulty that presents itself; but

that he may estimate quickly and justly the real value of the pupil's work; that he may speak as one having authority; that he may emancipate his pupils from the thralldom of mechanical rules, and imbue their minds with the true spirit of scientific research. He should be careful not to require impossibilities of his pupils; nor should he allow them to shirk the tasks which they can perform, bearing in mind that the full fruits of faithful teaching and the arbitrary percent half-bushel are incommensurable quantities. C. E. F.

The following problems were submitted to the pupils of our room No. 8 (C grammar grade.) Thirty-one pupils present, average age, 13. The only instruction the class has received in "Percentage," is the statement, "The term *percent* means *hundredths*."

1. Bought a horse for \$360. At what price shall I sell to lose 30 per cent?

2. Bought flour at \$5.20 per barrel, and sold it at \$6.40 per barrel. What per cent. did I gain?

3. Sold a village lot for \$120. less than it cost me, and lost six per cent. What did it cost me?

4. Subtract 30 per cent. of \$360 from \$360.

5. The difference between \$5.20 and \$6.40 is what per cent of \$5.20?

6. \$120 is 6 per cent. of what sum?

It will be seen that 4, 5, and 6 are, *essentially*, duplicates of 1, 2, and 3.

1, 2, and 3 were written on the board, solved, and the results taken by the teacher before the remaining three were given. The results were as follows:

On the first three, 13 were perfect, 7 got but two, 9 got but one, and 2 got none. On the second three, 26 were perfect, 4 got but two, and 1 got but one.

Our conclusion was that a large proportion of the failures on the first three resulted from failure or inability to read the problems; i. e., to grasp the conditions. The failures on the second three were only such as may be expected until the arithmetical millennium shall arrive, when children shall cease to sin against the multiplication table. Percentage is not included in the required work of this class. Work like that here given is placed before them occasionally for the sake of variety—and experiment. The teacher in charge said that it would be unnecessary for me formally to state for her the moral of this exercise. If not necessary for her, it is not for the rest of the *Monthly* family. Brother Clemens may, if he please, consider this partly in reply to his appeal in the March number. H.

To be continued. A good start has been made. Let us hear from others. —Ed.

HIGGLEDY-PIGGLEDY AGAIN.

Dear Mr. Findley: Has the Donnybrook Fair on school examinations really opened? I hope so.

My friend Welsh recites a very telling story, entirely too telling, it seems to me, for his purpose. He will admit, I know, that it shows the utter unfitness of that justice of the peace for the office. If it shows this, it just as clearly shows the unfitness for the teacher's office of the person whose mind is made "all higgledy-piggledy" by the want of accord among school journals and their contributors. Doubt is an uncomfortable experience, we all know, but it is the only salvation of our teachers and of our schools. It is to be deplored that teachers are not more subject to it. School journal editors know how insatiable is the demand for the publication of specifics. The great mass of teachers want to be told just "how to do it," and to be saved all the trouble of thinking or investigating. "Intelligent guidance and assistance," to be acceptable to them, must come in pleasant doses ready to be taken without shaking. Mr. Welsh ought to be one of the last men to deprecate any circumstance that will force teachers to think and to study intelligently the application of principles.

But to the subject of examinations. Just ten years ago I was warring in these pages against written examinations as a regular means of school supervision. All the sentimental and other nonsense which is uttered against them is not by any means to be endorsed. I believe now as thoroly as I did ten years ago that examinations and percentages have their legitimate uses. Against them in the abstract I make no protest. It is against the abuse of them in actual practice that I contend.

To-day, in all temperate discussions, the question takes this form, What is the proper use of written examinations and what is the abuse of them? In order that we may join square issues in our Donnybrook Fair, I submit two propositions:—

(1.) With reasonably competent and efficient teachers, and with children below the high school, the only legitimate and proper use of written tests is as an instrument in the hands of the actual teacher of the class examined, and solely for her own purposes.

That teacher who does not realize the value and necessity of submitting definite questions to her class and of getting clear and precise answers to them has something yet to learn of great importance. But unless she is in some way a failure as a teacher, nobody ought to examine her class but herself.

(2.) A supervisor's written examinations are justifiable only under one of the following conditions: (1.) When teachers and pupils are lazy. (2.) When teachers are willfully or culpably ignorant or neglectful of their duties. (3.) When a superintendent has no faith in the honesty, intelligence, or judgment of his teachers.

In a school manned by teachers who are recognized as competent and earnest, I contend that a superintendent or principal who day by day has discharged his duty has no business to apply written tests. Or as W. H. Payne puts it in his school supervision:—

No unusual vigor in examinations by the superintendent can offset poor instruction by the regular teacher. The true point of departure is the teacher's fitness to instruct. The superintendent is chiefly responsible for the quality of the instruction which pupils receive. * * * If the teacher's judgment is not trustworthy; if through favoritism or sympathy she recommends the promotion of unworthy pupils, she should give place to one who can be trusted. The employment of a teacher is of itself an evidence of confidence in her ability; but a personal inspection of her work in teaching should justify or condemn this confidence.

I do not think a fair reading of the whole chapter in Fitch's lectures from which Mr. Welsh quotes, will produce the impression Mr. Welsh wishes to leave. "Grade examinations," as we know them, of children from 6 to 14, are manifestly not once in the author's mind. But let me quote the opinion of a man much greater both in intellect and scholarship. Dr. Whewell says:—

Knowledge acquired merely with a view to examination or recitation is usually very shallow and imperfect, and soon passes out of the mind when the occasion which prompted the effort is passed. Knowledge thus acquired for a special occasion does not take possession of the mind as that knowledge does which is imparted in a gradual manner.

I do not maintain that the usual written examinations serve no purpose. Undoubtedly they give something of a ground for selection and promotion. But they have accomplished their mission of enforcing the importance of careful classification in our graded schools, and now they should give way to higher agencies. The evils they now produce are entirely out of proportion to their good effects. Their upholders may discuss them in theory as much as they please; but they cannot get around the fact that when promotion, honors, etc., depend upon examinations, teachers *will* cram, and *do* cram, and *have* to cram. That is the meaning of the demand for school reports and other books containing examination questions, of the exchange of sets of questions between teacher and teacher, of the "question scrap-books," and of the whole system of operations by which teachers fortify their

pupils against having novelties sprung upon them in the final ordeal. This cram, mere memory work, storing away answers to meet definite questions, is the secret of the worry and strain which arouse the cry of overwork.

"What is to take the place of the examinations?" Trust your teachers. Help and inspire them to the utmost. Take good care what seed is planted and see that it is well watered, and then have faith in the harvest. "But suppose the judgment and skill of teachers cannot be trusted." Then as a matter of necessity examine their classes and form your own judgment. But in a pinch do have the grace to admit that you resorted to the examination under stress of circumstances, and don't stand up and defend it as the best general means of deciding upon the promotion of pupils. If there is no other way to impress a teacher or to convict her of short-coming in her work, resort to an examination, of course, just as your doctor might administer quinine or arsenic. But don't contend that examinations are good as a general diet.

I hope no one is more skeptical than I am as to the ability of the general run of teachers to judge of a child's fitness for promotion. In this they are lamentably weak. And why are they so? Mainly because the responsibility has never been put upon them. They have been preparing their pupils to answer questions while the superintendents have done all the judging as to fitness for promotion. Thus the good of the teachers themselves is one of the strongest arguments for doing away with this dwarfing, deadening process.

But the tide is manifestly setting in stronger and stronger against examinations. A few years more and we shall wonder that they ever played so tyrannous a part in our methods of supervision.

E. O. VAILE.

Chicago, March 15, 1886.

NOTES AND QUERIES.

"IS THAN A RELATIVE PRONOUN?"

In reply to Mr. J. P. Kuhn's remarks on this question in the MONTHLY for March, the following is offered:

(1) It certainly is a good plan to "parse words according to their construction, or according to the office they perform;" but whether "than" is a relative pronoun after "more and other comparatives" is the point in dispute, and Brother K. begs the question.

(2) "He has more money than I have," means that the amount of money which he has is beyond the amount which I have, and the sentence, in full, would be, "He has more money than [the money (is much) which] I have." The clause, "than I have," is clearly not a relative clause, and its construction is clearly not identical with the construction of the subordinate clauses in "He has such money as I have," and "He has the money which I have."

The object of "I have," in the first sentence, is not a relative pronoun referring to the word "money" expressed, but to "money" to be supplied.

How "than" can be "a substitute for the ellipsis that contains the second term of comparison and the relative pronoun 'which,'" has not been made clear.

(3) "He has more books than he can use" is, in full, "He has more books than [the books (are many) which] he can use." The construction of "books" as supplied is obvious.

Similar ellipses are frequent; as in, "my Father is greater than I (am great);" "my punishment is greater than (the punishment which) I can bear (is great)."

"Mary is better than John (is good)."

(4) Will Mr. K. please to explain how "He has the money which I have," can be the statement of a fact?

(5) The following sentences are respectfully submitted for consideration:

1. "Friendship, *than* which we have nothing better, was given us by the immortal gods."
2. "He has lived here longer *than* I have."
3. "Lovest thou me more *than* these (love me)?"
4. "Which when Beelzebub perceived, *than* whom, Satan except, none higher sat, with grave Aspect he rose."
5. "Remember Handel? Who that was not born Deaf as the dead to harmony, forgets, Or can, the *more than* Homer of his age?"

Baldwin University, Berea, O.

A. M. MATTISON.

ANSWERS.

Q. 8, p. 39.—As I proposed this query, and as I did not get the solution I expected, I now offer it, as follows:

1. The area of the whole field is twice that of the unplowed part.
2. The square on the diagonal of a square is twice the given square.
3. Then the side of the field is equal to the diagonal of the unplowed

part. 4. The difference between the side of the field and the side of the unplowed part is 180 feet. Whence $\frac{180\sqrt{2}}{\sqrt{2}-1}=614.57+\text{ft.}$, the side of field. Area in acres, 8.67+.

W. W. Dunkin's rule, given in the March number, will not give the side of the field, but of the unplowed part. He should have said, "add four times (instead of twice) the width of the given strip." If he will observe S. M. Taggart's algebraic solution in the February number, he can readily see the formula for his own method.

W. T. H.

Q. 1, p. 138.—It does appear from the "Eclectic History" that Calhoun was at some time a candidate for the presidency, but according to Bancroft, Zell's Encyclopedia, and Blaine's "Twenty Years of Congress," he was not.

A. D. F.

Some of John C. Calhoun's biographers claim that he aspired to, offered himself for, and sought the presidency, all of which are included in Webster's definition of a *candidate*. This is more or less a matter of opinion on the part of his biographers. It can not be taken as matter of fact. In the more common acceptation of the term, I think Calhoun can hardly be considered to have been a candidate. He does not seem to have been looked upon in that light in any presidential campaign.

G. E. STOKES.

Rowesville, S. C.

Benton's Thirty Years in the U. S. Senate, p. 34, says:—"Mr. Calhoun had been withdrawn from the list of presidential candidates, and became a candidate for the vice-presidency."

Cooper's American Politics, p. 26, says:—"Mr. Calhoun had withdrawn as a presidential candidate."

Parton's Famous Americans of Recent Times, p. 140, says:—"Mr. C., too, who was forty-two years of age in Mr. Monroe's last year of service, boldly entered the lists" [of presidential candidates]. He had the support of the South and of Pennsylvania, but he "modestly" withdrew in favor of Gen. Jackson.

Mr. Blaine, in *Twenty Years of Congress*, says that Calhoun, as Jackson's vice-president, was looked upon as Jackson's successor, but was supplanted in the General's favor by the wily Van Buren.

The American Cyclopaedia also mentions Calhoun as a presidential candidate.

It is true, so far as I can learn, that Calhoun was not a presidential candidate at an election, because of his withdrawal previous to the election. The year in which he was a candidate was 1824.

Garrettsville, O.

J. E. MORRIS.

In the March number of the EDUCATIONAL MONTHLY, page 138, query 1, we note a reference to our Eclectic History. If E. E. C. will refer to Stanwood's History of Presidential Elections, page 79, he will find an answer to his question which we think sustains our book. The passage referred to is as follows: "Before the close of the year 1822, the minor candidates (for the presidency) had been dropped, and there were six only before the people, for four of whom there were electoral votes cast two years later. They were in alphabetical order,—John Quincy Adams, Secretary of State; John C. Calhoun, Secretary of War; Henry Clay, who had been Speaker of the House, but was then a private citizen; DeWitt Clinton, Ex-Governor of New York, also in private life at the time; William H. Crawford, Secretary of the Treasury, and General Andrew Jackson, who had at that time held no civil office at Washington."

Mr. Calhoun was nominated for the presidency by the legislature of South Carolina, in 1824. He received no electoral vote for this office, but was elected Vice-President in that year.

Cincinnati, O.

VAN ANTWERP, BRAGG & CO.

Q. 2, p. 138.—The apparent motion of the Sun is not uniform throughout the year, being greatest when the Earth is in perihelion, slowest at aphelion. Hence there is a *mean* rate of motion. Clocks record *mean* time, not true time. Hence if the *real* time of sun-setting is later than the *mean* time or clock time, the sun is said to be slow, or we have "sun slow," etc.

For fuller explanation, see Elements of Astronomy, by Lockyer, pp. 218-221.

E. S. LOOMIS.

Q. 4, p. 138.—Because the wet earth parts with its heat in the evaporation which follows rain; and when the earth is cooled, it cools the atmosphere.

A. D. F.

During and following a fall of rain there is considerable evaporation; but during evaporation much heat is changed to the latent form, hence, other things being equal, there will be a lowering of the temperature, or colder weather.

E. S. LOOMIS.

Q. 5, p. 138.—Bought at par, 100 percent, income=6 percent; bought at 600 percent, income=1 percent; bought at $\frac{1}{8}$ of 600 percent, or 75 percent, income=8 percent. That is, if the cost were six times as great as the par value, the income would be only $\frac{1}{6}$ as much, and to get 8 times the income at 1 percent, the cost must be only $\frac{1}{8}$ as great

HECLA.

From the conditions of this problem, 8 percent of investment = 6 percent of bonds; then 1 percent of investment = $\frac{3}{4}$ percent of bonds, and 100 percent of investment = 75 percent of bonds, *ans.*

MAGGIE A. ENNIS.

Since 6 percent of the par value must be the same as 8 percent or $\frac{1}{10}$ of the investment, $\frac{1}{10}$ of the investment must be $\frac{1}{8}$ of 6 percent of the par value, which is $\frac{3}{4}$ percent, or $\frac{3}{4}$ percent of the par value, and $\frac{1}{10}$ of the investment must be 100 times $\frac{3}{4}$ percent of the par value, which is 75 percent of the par value.

J. J. SADLER.

McBride, Mich.

Keeping in mind that 6 percent stock affords an income of \$6 on every \$100 par value, a solution by proportion is simple and easy. 8 : 6 :: 100 : 75, the answer.

D. F.

Out of twenty-five correct answers received, those given are selected as fairly representative.—ED.

Q. 6, p. 138.— $\$500 \times 1.06 = \530 , the amount of note when due. $\$530 - \$509 = \$21$, banker's gain in 7 months. $\$509 \times .01 \times \frac{7}{12} = \5.91 , one percent on the banker's money for the time used. $\$21 \div \$5.91 = 3.55$ percent, banker's gain.

JOHN MORRIS.

Camden, O.

G. E. Stokes gets same answer. J. J. Sadler and Hecla, by using three days grace, get an answer slightly different. A. D. B. and A. W. F. get a little less than 6 percent for an answer.—ED.

Q. 7, p. 138.—Let x = greater number and y = less number. Then, (1). $xy = x^2 - y^2$; (2). $x^2xy^2 = x^3 - y^3$. (1) = (3). $x^2 - yx = y^2$; (4). $x = \frac{y}{2}(1 - \sqrt{5})$. (4) sub. in (2), and $\div y^2 =$ (5). $y \left(\frac{(1 + \sqrt{3})^3}{8} - 1 \right) = \frac{(1 + \sqrt{5})^2}{4}$. (6). $y = \frac{1}{2}\sqrt{5}$ (6) sub. in (4) gives $x = \frac{1}{4}(5 + \sqrt{5})$.

E. S. LOOMIS.

$$(1) \quad xy = x^2 - y^2 \text{ and}$$

$$(2) \quad x^2xy^2 = x^3 - y^3.$$

$$(3) \text{ Multiply (1) by 2, } 2xy = 2(x^2 - y^2).$$

$$(4) \text{ Subtracting (3) from (2), } x^2 - 2xy + y^2 = (x^3 - y^3) - 2(x^2 - y^2).$$

$$(5) \text{ Dividing (4) by } (x - y), x - y = (x^2 + 2xy + y^2) - 2(x + y).$$

$$(6) \text{ Transposing (1), } 0 = x^2 - 2xy - y^2.$$

$$(7) \text{ Adding (5) and (6), } x - y = x^2 - 2(x + y), \text{ whence,}$$

$$(8) \quad y = 2x^2 - 3x.$$

$$(9) \text{ Substituting this value of } y \text{ in (1), } 2x^3 - 3x^2 = x^2 - (4x^4 - 12x^3 + 9x^2), \text{ whence transposing, collecting, and dividing by } (x^2),$$

$$(10) \quad 4x^2 - 10x + 5 = 0.$$

$$(11) \quad 4x^2 - 10x = -5.$$

(12) Completing square and extracting root, $x - \frac{5}{4} = \sqrt{\frac{5}{16}}$,
whence $x = \frac{5}{4} + \sqrt{\frac{5}{16}} = \frac{1}{4}(5 + \sqrt{5})$, *ans.*

(13) Substituting value of x in (8) and performing operations indicated, $y = \frac{1}{4}\sqrt{5}$ *ans.*

Respectfully submitted,

C. D. HUBBELL.

Other solutions with same results, by O. P. Swartzel, D. F. T., W. H. McArtor, J. J. Sadler, A. D. B., G. W. Leahy, J. R. Horst, and M. M. F.

Q. 8, p. 138.— $16\frac{1}{2} \div 11 \times 4 = 6$ boards to the rod.

Let x = no. rods on 1 side of field.

$6x$ = no. boards on 1 side of field.

$24x$ = no. of boards on 4 sides of field.

x^2 = no. sqr. rds. in field.

$\frac{x^2}{160}$ = no. acres in field.

$$\frac{x^2}{160} = 24x.$$

$$x = 3840 \text{ rds.}$$

$$3840 \times 3840 \div 160 = 92160, \text{ ans.}$$

W. H. MCARTOR.

If 4 boards fence 11 ft., 1 board will fence $2\frac{3}{4}$ ft. Since for every board in the fence there must be one acre of land in the field, it follows that for every board on one side there must be 4 acres in the field. 1 A. = 43560 sq. ft. 4 acres = 174240 sq. ft.. Then a strip of land across the field $2\frac{3}{4}$ ft. wide contains 174240 sq. ft. The length is $174240 \div 2\frac{3}{4} = 63360$ ft., one side. 4 times 63360 ft. = 253440 ft., perimeter of field. If one board fence $2\frac{3}{4}$ ft., to fence 253440 as many boards will be required as $2\frac{3}{4}$ ft. are contained times in 253440 ft. which is 92160 times, = 92160 boards in fence or acres in field.

AARON GRADY.

Same answer and a great variety of solutions by M. W., P., C. E. Brown, E. S. Loomis, A. D. F., Richard F. Beausay, C. A. Law, Hecla, T. A. Bonser, J. S. Brown, A. W. F., G. W. Leahy, and G. P. Harmount.

Q. 9, p. 138.—“Worth is in the imperative mode, and intransitive. “Day” is in the objective case (dative), object of “to” to be supplied. “Worth” is not now used in this sense.

D. F. T.

To the same effect G. E. Stokes and Hecla. A. D. F., S. H. B., and Richard F. Beausay find “worth” in the indicative mode.

Q. 10, p. 138.—“Fact” is a noun, nominative absolute, used independently.

D. L. TERWILLIGER.

Pittsburgh, Pa.

"Fact" is in the nominative case, in apposition with the sentence "Hamilton was killed."
HECLA.

With the latter agree A. D. F., S. H. B., and M. V.

Q. 11, p. 138.—No definite rule can be given. As a general thing those which have not been long in use, or those which are but little used require the hyphen. Any one desiring a full explanation of the use of the hyphen, should consult Prof. R. B. Marsh's Reading and Orthography.
HECLA.

There is diversity of practice among the best writers. Even the dictionaries do not agree. Worcester has "brickwork," "brasswork," "wood-work," and "iron-work;" "greenhouse," "almshouse," "wood-house," and "school-house." Webster has "brick-work," "iron-work," and "woodwork;" "almshouse," "green-house," "school-house," and "wood-house."

There is probably no better rule than that given by Bardeen in his Complete Rhetoric: "Use a hyphen between the parts of a compound word that has not by usage become a single word." But the trouble lies in determining which are compound words, and which have become single.—ED.

Q. 12, p. 138.—Such is the case. The sentence given is equivalent to "Now [let] blessings [to] light" etc. Whenever the word "let" in such sentences is omitted the infinitive mode becomes the imperative and agrees with its subject in the third person.
A. D. F.

Q. 13, p. 138.—Agreement in grammar is the correspondence of words with each other in grammatical form.

Government is the power or influence of words in determining the grammatical form of other words.
M. V.

Q. 14, p. 138.—"Where" is a subordinating conjunction, equivalent to *in which*, and joins the adjective clause "Where his little friend lay sick" to the antecedent word "cottage." "Where" may also be called a relative adverb, since its relative force directly joins on the clause which contains it to the antecedent word.

Whitney says that *where*, *whither*, *whence*, *when*, *why*, *how*, come from pronominal roots, and when used relatively are conjunctions rather than adverbs. (See Essentials of English Grammar, by W. D. Whitney.)
C. C.

Wooster, O.

"Where" is a relative adverb, equivalent to "in which." It modifies "lay" as an adverbial element, and joins the relative clause to "cottage."
A. P. MILLER.

(a) "Where is a relative adverb, modifies "lay" (Harvey,) and joins the adjective clause to "cottage." Some authorities make

"where" modify "sick." (b.) Webster says "Where is used *relatively*," in cases like this. In referring to the misuse of "where," Professor Swinton says, "The relative adverb, *where*, must not be used in introducing clauses unless the reference is to *literal place*."

RICHARD F. BEAUSAY.

Upper Sandusky, Ohio.

QUERIES.

Answers should be received not later than the 15th of the month. Write only on one side of the paper, and leave a little space between answers so that they may be clipped apart.—ED.

1. By what authority does the Eclectic History say that Washington "abhorred the idea of independence?" D. D. S.

2. What British general was horse-whipped in Revolutionary time? D. D. S.

3. Should a board of school examiners issue a certificate to one who avows himself an infidel? A. D. F.

4. Is it a sufficient explanation of the phenomenon of soap-bubbles to say that adding soap to the water increases the cohesion between the molecules? O.

5. The hypotenuse of a right angled triangle is 35 rods. The inscribed square contains 144 sq. rods. Required the base and perpendicular. S. L. G.

6. A and B have three and four loaves of bread respectively. C pays 21 cents and joins them. They three share the bread equally. What share of the 21 cents should A and B each receive? R. E. M.

7. What integer multiplied by the next higher gives a product of 30,450? An arithmetical solution is desired. A. W. F.

8. $x^2y - xy^2 = 30$.

$x^2y^2 - x^2y^2 = 450$. Find x and y . A. G.

9. What is an "arithmetical solution?" E. S. L.

10. "It is good *for us to be here*." What is the subject of this sentence? Dispose of words in italics. J. R. A.

11. The earth rings *hollow from below*. Dispose of words in italics. M. G. B.

12. "Read the *first* four lines." Parse "first." A. W. F.

13. Jessie jumped and laughed. "Then put me in the basket, and carry me to mamma, and say, 'I am her Christmas present'"—See McGuffey's Eclectic Second Reader, (Revised edition,) page 96, 9th paragraph.

Are the quotation marks enclosing the words, *I am her Christmas present*, properly used? Why? S.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

In the first article of this number, the superintendent will find his portrait sketched by the hand of a skillful artist. Superintendents cannot fail to be benefitted by a view of themselves and their work from the standpoint of an experienced and discriminating teacher. This Miss Sutherland has furnished in the best of spirit. We have not seen a clearer and fairer statement of the relations a superintendent should sustain to his teachers. "Instructor, guide, inspirer." We would emphasize the last. There is no more valuable service a superintendent can render than to keep up the tone and spirit of his corps of teachers.

"Who would trust a surgeon to amputate a limb if the practitioner had not received the technical skill derived from his hospital and dissecting-room practice? No man is so devoid of reason as to take his watch to be repaired to the chemist's, or his boots to be soled to the grocer's shop. In our daily life we recognize the truth of 'Let the cobbler stick to his last,' each man to his trade—that is, to his trade technically learned and practiced. It is only when we come to the most important and the most sacred thing in all life, the education of our children, that we cast common sense to the winds, and think anybody good enough for a schoolmaster. The result is, that we find at the head of our Education Department a lawyer whose well-known dictum is, 'I am opposed to all education of the working classes. Let them educate themselves, or pay for it as I have done.' We have also a body of inspectors of whom it may fairly be said that one only has had any technical training for the work."

The above from a leading article in a recent issue of the *Tasmanian News* indicates that the cause of education meets about the same obstacles on the other side of the globe that it does on this side; but the day is surely coming when special training will be required of all who propose to teach or to direct the teaching of others.

Punch makes a good hit anent the *nascitur non fit* theory. An applicant for the place of head-nurse in a hospital is asked, "Where were you trained?" She replies, with a toss of the head, "I am not trained; I am *GIFTED*." This must be the ground on which so many untrained boys and girls claim to be employed as teachers.

The *Journal of Education* speaks of the great unanimity with which the prominent educators of the country have petitioned for the appointment of Dr. White as Commissioner of Education. More than twelve hundred leading teachers, without regard to party affiliation, including most of the National Council of Education, most of the college presidents, and all the journals of education, with possibly one exception, have asked for his appointment.

Since our last issue we have received a letter from Supt. W. W. Ross, a well-known Democrat, and at one time the nominee of his party for the office of State School Commissioner, in which he writes of the National Commissionership as follows:

"I agree with Dr. Peaslee that Dr. White is *pre-eminently* the man for the place, and I sincerely hope he may get the appointment, in view of the highest educational interests of the country."

It is a good thing for a weaver in a mill, who is in monotonous duty, rather discouraging in some of its details, to think of himself not as an "operative" at a dollar and a quarter a day, but as an essential factor in God's work for the world. It is a good thing for a boy on a prairie in Dakota to remember, as he oils the running gear of the reaper, that he is the person whom the God of Heaven has chosen so that the prayer for daily bread of some sailor in Alaska or some old woman in the Scotch Highlands may be answered. It is a good thing for any of us, who want to know God, to accept this great offer of partnership which He has made to us, and to work not as separate speculators, on our own capital in our own way, but as fellow-workmen together with Him.—*Edward Everett Hale* in "*How to Know God*," in *The Chautauquan* for April.

Multitudes of lives are failures for want of this Divine partnership. Without it the teacher can do very little in the higher range of instruction and influence.

No appointment has yet been made to fill the vacancy occasioned by the resignation of General Eaton. Superintendent Knott, of Tiffin, O., writes us that the President said in his hearing, "I do not think I shall find it necessary to go outside of the Democratic party to find a Commissioner of Education." Acting upon this hint, the friends of Dr. S. J. Kirkwood, of Wooster University, have brought him forward as one well fitted for the high office.

Dr. Kirkwood was born in Union County, Ohio, in 1840, and was graduated with first honor at Indiana State University, after having taught several terms in country schools. After serving three years as superintendent of schools at Cambridge, and one year at Bucyrus, he accepted the superintendency at Tiffin. Soon after, he declined the superintendency of the Columbus schools, because of his previous engagement at Tiffin. At the opening of the Wooster University, in 1870, he was called to the chair of mathematics in that institution, which position he still holds. In 1868, he was the nominee of the Democratic party for the office of State Commissioner of Common Schools.

Wherever Dr. Kirkwood is known he is esteemed as a man of worth. His ability, scholarship, and integrity are undoubted. If called to the position in connection with which his name is now mentioned, he would undoubtedly meet the expectations of his friends.

The *Educational Weekly* (Toronto) says concerning American educational journals, "They are one and all full to repletion, not with such matter as will broaden the views of their readers and point out to them what is true culture, but with various little details of routine." That is a little too sweeping, Brother Haultain; there are honorable exceptions, among which we would name the *Educational Weekly*. Not so sweeping and more just is the following from the same article: "The aim of too many masters seems to be to discover how a predecessor proceeded in some minor points in the minutia of teaching, some technical detail merely, instead of penetrating farther and trying to learn fundamental principles of tuition."

It is always a tendency of the human mind to be unduly occupied with the external and material, to the neglect of the inner and spiritual. We are sensuous—much more readily attracted by outward form and appearance than by inner substance or essence. The inner sense develops very slowly, and that only after a new birth. It is no marvel that we must be born again. Our eyes must be opened before we can see truly.

The bill for the simplifying and improvement of our township system of schools, mentioned in our last issue, came to a vote in the House March 3, and was defeated by a vote of 44 yeas and 46 nays. It seems strange that a measure so manifestly in the interest of the schools, and so generally (well-nigh unanimously) supported by the experienced and thoughtful educators of the State should fail. So far as we can learn, no valid argument has been brought forward against it. The chief causes of its defeat seem to be, natural aversion to change, suspicion of some hidden scheme, a foolish cry of book-ring, and such like. After the vote a reconsideration was moved and carried, and the bill was postponed until January, 1887.

It now becomes every friend of good country schools to be vigilant and active. If the measure should finally fail, it will be for want of zeal and effort on the part of its friends. Let the campaign begin at once.

We record the vote already had in the house, as it may be serviceable hereafter.

YEAS:—Albaugh, Ankeny, Arnett, Bader, Bailey, Baker, Beatty, Braddock, Brockman, Brown, of Cuyahoga, Cameron, Chaney, Coates, Cope, Cuff, Deyo, Fimple, Geyer, Green, Haley, Hartpence, Hilles, Ingman, Johnston, of Huron, Johnson, of Van Wert, Kennedy, Lampson, Lyman, Matthews, Outcalt, Palmer, Patton, Puck, Ryan, Shepard, Smalley, Stewart, of Muskingum, Stewart, of Trumbull, Stranahan, Taylor, Washburn, Whittlesey, Williams, of Columbiana, Wydman, Total 44.

NAYS:—Armor, Austill, Baughman, Barrett, Boehmer, Boyd, Brown, of Warren, Brumback, Byal, Cole, Edwards, Eidemiller, Emerson, Francisco, Habbeler, Harris, Higgins, Holcomb, Howard, Hubbard, Huffman, Hull, Hunt, Johnson, of Williams, Kitchen, Kreis, Le Blond, Linduff, Lisle, Little, McKeever, Rawlins, Sackett, Schultz, Shaw, Strecker, Terrell, Tompkins, Turner, Vinnedge, Williams, of Noble, Work, Worthington, Young, Ziegler, Speaker, Total 46.

ABSENTEES:—Ames, Blair, Buerhaus, Butterfield, Clement, Cowgill, Dickson, Eggers, Farrar, Graydon, Lyons, McBride, McClure, McCray, Merrick, Nieman, Ohlmacher, Poorman, Tomlinson, Williams, of Coshocton.

Teachers' talk about their great influence, and their great responsibility, and it is well; their influence and responsibility are great, and there is a sense in which every one should magnify his office. But it is well for teachers to remember that after all they are only helpers in the work of education. The home is the natural, the divinely appointed school to which all other schools are only auxiliary and supplementary. Parents have prerogatives and responsibilities in the education of their own children which cannot be delegated, and it becomes teachers to recognize this fact and act upon it. Mothers especially are the first and God-appointed teachers of the race, and if they are true to their great trust they are more influential and efficient in shaping the lives of their children than all else besides. They lay the foundations of character and build the main walls. It was a saying of Napoleon that the fate of a child is the work of its mother. That there are no great men without noble mothers is almost a proverb.

We are disposed to emphasize home influence and home training, because the great increase of interest and activity in the direction of public education is tending to divert attention from the home as the most potent agency in the training of youth. Many parents seem to feel that the responsibility is lifted from their shoulders. With the best system of public instruction which money and skill can produce, and with an army of Sunday-school teachers begging to take charge of the spiritual interests of the children, what need for parents to concern themselves further? They are free to give their whole time to business and society. Thus many seem to reason. Evidence of the tendency in this direction may be seen in the increasing demands made upon the schools. It is seen that there is failure somewhere. Multitudes of youth are growing up without good character, going forth to fill every community with deeds of crime and shame. The blame is laid upon the schools. Teachers are severely censured, and goaded on to fruitless efforts to do the work of both the school and the home.

We have no hesitation in saying that the chief blame belongs to the home. The greatest defect in our educational system is in the home department. The children are neglected and perverted there. Inordinate greed of gain, insatiable lust of power, and insane love of luxury and ease are gnawing like a canker at the vitals of the nation.

Would that American mothers knew their power and felt their great responsibility. There may be hope in the greater number of girls in our high schools, and in the general opening of our higher institutions of learning to young women—there may be deeper significance in these tendencies than is yet apparent; but a large part of all the effort in this direction must be waste without a good foundation in the home training of the girls. First of all comes training in right physical habits. Good health is a chief corner stone of a right life. Then the course of training should contain long-continued and oft-repeated lessons in obedience, self-control, truthfulness, modesty, simplicity of manners and dress, reverence, and regard for the rights of others. A very important branch and one never to be neglected is industry. A girl reared in idleness rarely becomes a good woman. Every girl, no matter what her pecuniary condition or prospects, should be trained in such domestic arts as sweeping, dust-

ing, mending, stewing, baking, etc., not alone to acquire these arts, but mainly to form habits of industry and efficiency. Handwork is an efficient, almost an essential means of character-building.

A genuine revival of home education is the great need of the present day.

The strongest and best thing in this sin-stricken world is a kind heart.

Winter is past; spring has come. So the winter of the soul will soon be past, and eternal spring will break.

TIRED TEACHERS.

The editor of the MONTHLY especially wishes to help lady teachers; and as several of this class have written to me, thanking me for help already given and asking me for advice, he has called me to his assistance. So, asking you to remember that I, like the famous Hosea of the Biglow papers, "ken write long-tailed ef I please," I shall open a sort of "Advice Bureau" and give a series of short, practical talks.

Sometimes a physician has to convince a patient that he has a certain disease, before he will undergo treatment for it. No proof is needed that there are tired teachers, for besides the look of weariness that it is often painful to see, and the lack of animation which tells the tale, we so often hear, "Oh! I'm so glad that it is Friday, for I am so tired;" or even on Wednesday, "I wish it were Friday, for I don't know how I'll get through the week, I'm so tired."

If a man in Ohio is troubled with a disease for which his physician recommends the climate of California, and his circumstances will not permit his going there, he will, aided by the counsel of his physician, make a desperate struggle for life in Ohio. There are certain environments of the teacher which she cannot change, a certain amount of unfruitful, fatiguing work from which she cannot escape; but she should look into those things over which she has control, find the causes of weariness, and, so far as they are unnecessary evils, the means of their removal. It is a rule of my life never to spare myself where the good of my pupils will overbalance the sacrifice of myself, but never to sacrifice myself without good to my pupils. When I do not give them my best self I do them a wrong.

Many teachers are tired because they have not much interest in their work. I believe this is the most fruitful source of weariness. Interest is to the teacher's work what blood is to the body; if pure it vivifies every part of it, making all action easier and more vigorous. There are two ways of accounting for its absence: one, that it is given to something else; the other, that not sufficient thought is put into the work. It is not honest for a teacher to let her chief interest lie outside of her profession; to let it be engrossed by housework, sewing, or even church work. And a teacher's recreations should be of a kind that while interesting for the time being they should not so draw her as to distract her attention from her duties. We compared the interest in work to its effects upon it to the life-giving element. Some physiologists tell us that by concentrating thought upon any part of the system we increase the flow of

blood to that particular part. So is it undoubtedly true that by centering thought on any department of human labor we can increase the interest felt in that department. There are two kinds of fatigue to which teachers are subject, though one may be in a degree dependent upon the other. We are not now considering mainly that physical fatigue which all may sometimes feel, but that condition of being "tired of teaching." The best possible cure for it is, as has been indicated, increasing interest by putting more thought into our work. Even physical fatigue is lessened by a wise exercise of brain power. To do the same thing day after day in the same mechanical way would weary a Hercules, or drive to distraction a Minerva. If you are tired of your work because you are not putting sufficient thought into it, because it is destitute of the charm of variety, there is great danger of your pupils becoming tired of you. There are discoveries to be made in every department of instruction; but if a teacher feels that she has taught in one particular department until it fails to present problems for her investigation, and no prospects of a change in the same district or city are open to her, it is best for her to seek a new field of labor.

But you will say there are tired teachers whose chief interest is in their work and who give it much careful thought. It is true. Let us next consider their case. Some teachers are troubled with "fussiness," which like the delirium of a fever wearies the patient and all who must remain in the room with him. The best cure for it is to be soothed by the beauty of the development of mind and character, which must be apparent in some individuals wherever children are, until we are so possessed with the idea that the aiding of such growth is the primary object of our work, that we are not fretted by unimportant details.

Then there are teachers who weary themselves by constant standing. I have been told by some primary teachers that this is necessary. I do not believe it. Teachers who will study the matter can learn to do part of every day's work just as well sitting as standing. The trouble is they do not sit until they cannot stand, and then they are so exhausted that their failure to teach or govern well is the result of exhaustion rather than of sitting down. Principals and superintendents who encourage the idea that lady teachers should stand all day long, ought to have a method of retiring them after a few years' service upon a pension.

A teacher should train her pupils the performance of all manner of little services for her sake. It saves her many steps and does much towards improving the manners of the girls and boys. There are schoolrooms where the teacher receives as many of these little attentions as if she were queen of the realm. Such a teacher has never been known to say she was "tired of her work."

In many cases teachers fatigue themselves by too much examining of the daily work on slates and papers. Every problem in arithmetic, every word in spelling, every sentence in the language lesson, is examined each day by the teacher. We are told that this is the only way to bring about thoroughness. Far be it from our intention to subvert thoroughness. But if a teacher will exercise ingenuity, she can examine all the work within a specified time without any pupil's ever knowing when his work will be subject to examination, and by decreasing the amount of this disagreeable task-work, she can increase the vitality of her teaching to such an extent that it will tell upon the vigor of

the pupil's thought, and bring about better and more lasting results with less fatigue to herself.

Only one other cause of weariness can we now consider. If teachers form the habit of study it will grow delightful to them. The mind becomes so well disciplined that the phrase "teachers' examination" does not fall on the ear like the knell of departed joys; and then, too, it happens that ere long the phrase is heard only at rare intervals. But if the teacher does not study until within two or three months before the expiration of her certificate, it becomes like the day in the middle of winter, very, very short, and she becomes "very, very tired."

MARGARET W. SUTHBELAND.

EDUCATIONAL INTELLIGENCE.

—The Sidney high school has just one hundred pupils, and a graduating class of fourteen.

—Washington's birthday was celebrated with appropriate exercises, by the B class of the Mansfield high school.

—Nearly fifty members of the Harmar grammar school were converted in a recent remarkable revival at that place.

—The schools of Carey, Ohio, under the supervision of J. A. Pittsford, will graduate their first class this year, numbering seven pupils.

—The eighth annual commencement of the Canal Fulton high school occurred March 26. Nine Graduates. Annual address by Rev. B. M. Kerr.

—We learn that the normal school at Ada is in a very prosperous condition. The attendance for the spring term is said to be the largest in the history of the institution.

—Appropriate exercises in celebration of Washington's birthday were conducted by the Junior class of Baldwin University. Similar exercises were also held in the Berea high school.

—A very happy month may be spent at Lakeside in attendance on the summer school. Excellent advantages. Expenses very low. For circulars send to Prof. R. Parsons, Delaware, O.

—The Salem academy at South Salem, Ohio, is prospering finely under the principalship of J. O. Caldwell. "Longfellow's Day" was observed by the school, Feb. 26. A fine program of essays, recitations, and music was rendered.

—In connection with the summer normal school, conducted by Mr. M. F. Andrew, at Lucasville, there will be an institute of one week, beginning May 3rd. Mr. Andrew has engaged John Ogden, of Washington, D. C., for the week.

—Norton Township, Summit County, has a printed course of study and regulations, prepared by the principal, John R. Davis, and adopted by the board of education. All the schools are to begin on the first Monday of September and continue in session thirty-six weeks, with such vacations as the board may determine.

—A bill before the State Legislature authorizing boards of education to expel a member for drunkenness, was defeated in the Senate. It should have passed. A bill to amend section 4084 of the school law, so as to provide boards of school examiners in village districts having an enumeration of 1,000 school youth, has passed the Senate.

—The Ashtabula County teachers' association will meet at Ashtabula, April 10. The program is as follows: The Relation of the Teacher to the School, by J. D. McCalmont, followed by discussion; How can the Country Schools be Improved? by Miss Mattie Burris,—discussion opened by Miss E. Morgan; The Demand and Supply of Common Sense, by Prof. Webster,—discussion opened by I. M. Clemens.

—In a report on school statistics, made at the recent meeting of the National Superintendents' Association, Commissioner Brown, of Ohio, recommended the substitution of the word "Intermediate" for the word "Grammar," to designate the second four years of the course of instruction in common schools. The recommendation was adopted. It is a move in the right direction—in the interest of uniformity and accuracy.

—The next meeting of Ohio and Indiana school superintendents will be held at Sidney, O., April 8th, 9th and 10th. It is to be an exchange of experiences on practical educational topics, in easy conversational style. The only formal address announced for the occasion will be delivered Friday evening, by Supt. W. N. Hailman, of LaPorte, Ind., subject, "Sense and Nonsense of the New Education." Hotels and railroads offer reduced rates.

—Sections 4072 and 4075 of the Ohio school law have been so amended as to set apart *all* the examination fees for the support of teachers' institutes, the necessary traveling expenses of the examiners being paid out of the county treasury. This will increase the institute fund, and is a move in the right direction. For the adoption of this judicious measure, we understand the chief credit is due to Mr. Williams, representative from Columbiana, who is manifesting very commendable zeal in behalf of public education.

—The meeting of the Southwestern Ohio Teachers' Association at Hamilton, Feb. 27, had an attendance of two hundred, and the exercises were of unusual interest. A correspondent makes particular mention of the inaugural address of President A. B. Johnson, on Teaching as it is and will be, and the address of Dr. E. E. White, on Moral Training in the Public School. Other features of the program are as follows: Reading, Supt. J. R. Fortney; A Calling or no Calling, Supt. L. R. Klemm; Reading, Mrs. Josephine Weiler; a Paper by Supt. L. E. Coleman.

—The Summit County teachers' association held a meeting at Akron, March 13. W. I. Brenizer read a paper on "The Participle," which provoked considerable discussion. Mrs. S. P. Bennett conducted an exercise in reading, with a class of third year pupils from her own school. It was one of the most profitable exercises of the kind we ever witnessed. Miss Emily Weegar read a spicy paper on Examinations, which called out an animated discussion. John R. Davis presented the subject of Country Schools, eliciting discussion which occupied the remainder of the session.

—Not much has appeared in the MONTHLY of late concerning Logan County, but we are not asleep in this part of the State—far from it. Thus far this year three bi-monthly institutes have been held in this county, and each has been a decided success. Old teachers say that more interest has been manifested in these meetings than any previous year.

At the meeting of our Executive Committee, March 6, it was decided to hold a two weeks' institute at Bellefontaine, beginning Aug. 9. The following instructors were employed: C. W. Butler, Defiance; C. W. Bennett, Piqua, and Ed. M. Mills, Findlay. F. R. D.

—By invitation of M. H. Davis, Principal of the Toledo Business College, the Ottawa County teachers' association will hold its next session in the hall of the college, Friday evening and Saturday. April 9 and 10.

Welcome address, J. W. Dowd, Toledo; Response, A. D. Beechy, Elmore; Address, Jonas Cook, Genoa. On Saturday the following will take part: D. B. Love, Oak Harbor; Miss Woodward, Oak Harbor; Miss Burney, Genoa; Miss Cronise, Toledo; Mrs. Mandeville, Toledo; Dr. Alston Ellis, Sandusky. D. L. Pease, of Toledo, will furnish music for the occasion. An interesting time is expected. J. M.

—The Blair Education bill has passed the Senate by a vote of 36 to 11, the senators from Maine, Kansas, and Texas, and one each from Missouri, Delaware, Tennessee, Nevada, and Maryland, voting in opposition. The present expectation is that it will soon pass the House and become a law. By its provisions the sum of \$79,000,000 is to be appropriated from the national treasury to the cause of popular education, and distributed among the States through a period of eight years, in the ratio of illiteracy. An amendment offered by Senator Evarts was adopted, to the effect that the share of any State or Territory declining to receive its portion of the fund shall be distributed among the States accepting.

—A large and enthusiastic meeting of teachers was held at Galion, Feb. 27. A paper on "Physiology in Country Schools" was discussed by Supts. Bliss and Manly. An exercise in division of fractions, by Miss Hofstetter's school illustrated the advantage of the analytic method in the solution of problems. Miss Lovejoy, of Crestline, followed with a paper on the "Teacher's Equipment."

In the afternoon J. M. Talbot discussed the subject of "School Government," claiming specially that teachers should study child nature and respect the rights of pupils. "The Teacher in the Schoolroom," by Prin. Fickel, of the Crestline high school, and "Township Supervision," by F. P. Shumaker, were excellent papers.

—The writer had the privilege of spending the afternoon of March 13 at the Lawrence County Teachers' Association. The teachers of old Lawrence, like its namesake, do not propose to "give up the ship." They are wide awake, earnest, enthusiastic, and showed by their productions on paper, and extemporaneous discussions, that they are keeping up with the times. I felt that I was amply repaid for my forty miles ride.

One of the good features of the meeting was a closing talk by Mr. E. S. Wilson, one of the examiners, on "The Theory and Practice of Teaching." Al-

though Mr. Wilson is a politician, and the editor of the *Ironton Register*, in which he devotes a column or more to educational matter, he finds time to read many works on teaching—perhaps more than most teachers—and gives the science of education much study. Teachers should be happy to have such a man among them.

M. F. ANDREW.

—The Dayton teachers, under the leadership of Superintendent Burns, have been holding a series of teachers' meetings, in which the social, musical and literary features are combined in such way as to afford both recreation and improvement. The thought of such "teachers' meetings" is a very happy one. Something to "drive dull care away" may be of more value to a corps of teachers at times than an evening's study of pedagogy. We suggest a trial of *Dayton methods* in other cities and towns.

—Superintendent Jones, secretary and treasurer of the O. T. R. C., makes the following report for the month:

Feb. 22, received of	Miss Mattie Keran, Ross Co.....	\$ 1.00.
Mar. 4, "	Supt. W. H. Ray, Tuscarawas Co.	3.25.
Mar. 10, "	Prof. Samuel Major, Ross Co.....	2.00.
Mar. 17, "	Supt. W. H. Middleton, Pike Co.....	6.25.

\$12.50

Of this amount \$2.25 is for certificates for 1884-5, and \$10.25 for membership fees for 1885-6.

—The next annual session of the Ohio Teachers' Association is to be held this summer at Chautauqua, beginning on Tuesday, June 29th, and continuing three days as usual. By this arrangement, all who purpose attending the National Association, at Topeka, will have ample time to return home and prepare for the trip. The railroad rates to Chautauqua will be the same as last summer.

Among the papers to be presented at the coming meeting, are the following: Practical Morality, National Illiteracy, Best Methods of Promotions, Management of Schools in Township Districts, The Intellect, The Work of the Primary School, Industrial Education, etc. Also the inaugural addresses of Presidents Loos and Ross.

The full program will be published next month, with other information relative to the meeting.

—The Dark County Teachers' Association met at Arcanum, Ohio, on Saturday, February 27th. As this was to be the last meeting of the year, a very large number of the teachers of the county were present. Supt. Cromer, of Arcanum, took charge of the meeting. The first paper, "How Shall We Teach English?" by D. N. Cross, was discussed by Supt's Martz, Cromer, of Arcanum, Cromer, of Union City, Frank, of West Liberty, and Messrs. Harlam, Etzler, Fitzgerald, Miller and Stubbs. Next came, "Geography," by T. L. Howell, discussed by Messrs. Eitel and Schmidt. The first paper of the afternoon was "The Benefits of Township Supervision," by W. H. Murphy. This was an excellent paper, and deserves to be widely circulated. After this the association was entertained by the primary department of the Arcanum schools, with

songs and recitations, under the direction of their teacher, Miss Jones. An address by Representative David Baker showed up the difficulties connected with school legislation.

The committee on course of study, made a report which was adopted after a short discussion, and the executive committee was instructed to push the matter of bringing the course of study before the boards of education. The last paper was a valedictory, by Harvey Minnich, in which he reviewed the work of the association for the past winter. The association then adjourned *sine die*.

J. H. W. SCHMIDT.

—The following rates have been secured for teachers and members of the National Educational Association who attend the meeting at Topeka next July:

From New England at the rate of \$41 for the round trip from Boston.

From New York and vicinity at the rate of \$39 for the round trip from New York.

Corresponding rates will be given from Philadelphia, Baltimore, Washington and Richmond, and also from prominent points between the places named and Topeka.

The rate from Chicago, \$14; from Bloomington, Ill., \$10 90; from St. Louis, \$9, to Topeka and return.

The railroads at the West, generally, have agreed to give teachers going to Topeka, a round trip ticket for the fare one way.

Definite information as to special rates from south-western roads leading to St. Louis and Kansas City will be announced at an early day.

Special excursion rates have been secured for members of the Association who wish to visit the grand scenery among the mountains in Colorado at considerably less than one local fare for a round trip.

—A State Convention of the National Reform Association will be held at Wooster, Ohio, April 21 and 22, 1886. The object of this convention is to bring anew before the people the great issues involved in the National Reform movement through the addresses that will be delivered during the convention by some of its most powerful advocates.

The prime object of the association is to secure an amendment to the National Constitution whereby the following principles may be incorporated therein as the basis of civil legislation, viz:

(1) That all righteous law, civil as well as any other type, emanates from God.

(2) That Jesus Christ, by the appointment of God, is the only giver and administrator of law.

(3) That His law as proclaimed in the Bible is the Supreme standard by which to decide all moral issues in civil life.

The "State and the Sabbath" will be discussed by Rev. John McNaugher, of Fredericksburg, O. "The State and the Family," by Rev. S. A. George, of Mansfield, O. "Alcoholism and its Remedy," by Rev. H. Leiper, Mooretown, O. "The Proposed Amendment to the National Constitution," by Rev. W. J. Coleman, Beaver Falls, Pa. "The Moral Personality of the State," by Prof. D. McAllister, D.D., LL. D., Geneva College. "The Christian in Politics," by Pres. H. A. Thompson, Otterbein University. "American Communism," by

Rev. John P. Robb, D. D., Iberia, O. "Relation of Civil Rulers to God in Christ," by Rev. J. P. Lytle, D. D., Sago, O. "Enforcement of Moral Legislation," by Pres. S. F. Scovel, Wooster University. "Religion in Education," by Pres. C. H. Payne, Ohio Wesleyan University. "Personal Liberty and Law," Rev. W. H. French, D. D., Cincinnati, O.

PERSONAL.

—Dr. Carroll Cutler has resigned the presidency of Adelbert College on account of failing health.

—R. B. Marsh, Kent, Portage County, O., desires to make a few more institute engagements.

—W. L. Shinn, late of Lebanon, O., is now teaching in the Akron Business College, and in Buchtel College, this city.

—William Smith, at one time principal of the Xenia Female College, is now teaching in a Methodist College, at York, Nebraska.

—Josiah Holbrook and family, of Lebanon, have removed to Tennessee. Mr. Holbrook has taken charge of a school at Paris, in that State.

—Rev. A. E. Winship has bought an interest in the New England Publishing Company, and becomes managing editor of the *Journal of Education*.

—O. T. Corson has just been re-elected superintendent of the public schools at Granville, Ohio, for three years, at an annual salary of \$1233½. This endorsement is well merited.

—Commissioner Brown announces that he will not be a candidate for reelection to the office he now holds. Among the reasons he assigns for declining is the insufficient salary.

—Sebastian Thomas, of Lodi, has been unable to perform school duties for some months, on account of illness; but we are happy to learn that he is recovering, and hopes soon to resume active service.

—Superintendents Peaslee, of Cincinnati, Hinsdale, of Cleveland, Stevenson, of Columbus, Hard, of Gallipolis, Davidson, of Alliance, and Knott, of Tiffin, and Commissioner Brown attended the recent national convention of school superintendents, at Washington. Mr. Davidson is secretary of the association for this year.

—John Ogden, of Washington, D. C., has engagements in Ohio, in April and May. He is also engaged for the Hamilton County Institute, last week of August. He would be glad to make institute or lecture engagements for July and first three weeks of August. Address him at Jackson, O., in April, and after May 10th, at Columbus, care Supt. R. W. Stevenson, or at Akron, care EDUCATIONAL MONTHLY.

—J. M. Goodspeed, who was for many years superintendent of schools at Athens, Ohio, has entered into new relations, as the following card announces:

Married: J. M. Goodspeed—Sarah E. Bodley. Wednesday, February 24. Cincinnati. 1886.

At Home, Thursdays, after April first. Bodley Place, Price Hill.

On behalf of the whole MONTHLY family we extend congratulations.

BOOKS.

D. C. HEATH & Co., of Boston, have placed the teaching profession under great obligations by bringing within their reach a good translation of *Compayr's History of Pedagogy*. The title of the original work is *Histoire Critique des Doctrines de l'Education en France depuis le Seizieme Siecle* (Paris, 1879). Since its first appearance it has been somewhat transformed by the author and issued under the title *Histoire de la Pedagogie*. The translator is Prof. W. H. Payne, of Michigan University, who adds an introduction, notes, and an index. In his introduction, the translator makes a nice distinction between the terms pedagogy and pedagogics, applying the former to the art or practice of education, and the latter to the correlative science. The task the author undertakes is to set forth simply and briefly the doctrines and methods of educators from the earliest historic times down to the present. After a rapid glance at such ancient peoples as the Hindoos, Chinese and Israelites, he proceeds to a fuller study of Greek and Roman pedagogy. Passing on in chronological order through the early days of Christianity and the middle ages, he dwells at considerable length on the Reformation period, discussing pretty thoroughly the Protestant and the Catholic systems of primary instruction, and so on through the times of Rousseau, Pestalozzi and Froebel, to Spencer and Bain, Channing and Horace Mann. Our advice to teachers is, put this book on your list and get it at the first opportunity.

Tokology, a Book for Every Woman. By Alice B. Stockham, M. D. Illustrated. Revised Edition. Chicago: Sanitary Publishing Co. 1886.

Mrs. Stockham is of New England Quaker parentage. She was educated at Olivet College, and after a time devoted to teaching school in Michigan, she took a regular course in medicine, and has spent twenty-five years in general practice. She is now the mother of grown children. It will thus be seen that *Tokology* is the work of an educated woman, a mother, and an honored physician of long practice. In it she discusses with much vigor and true womanly delicacy subjects of vital importance to the race. If girls could enter the marriage relation with a full knowledge of its contents it would save a large majority of them untold suffering, and prove a blessing to their offspring. The book also contains chapters which men would do well to study and heed. The false modesty that shuts out knowledge of such vital importance is responsible for the wretchedness of many lives.

Studies in Greek Thought. Essays selected from the Papers of the late Lewis R. Packard, Hillhouse Professor of Greek in Yale College. Boston: Ginn & Co. 1886.

The subjects treated are, Religion and Morality of the Greeks, Plato's Arguments for the Immortality of the soul, Plato's System of Education, The *Oedipus Rex* of Sophokles, The *Oedipus at Kolonos* of Sophokles, The *Aniig-one* of Sophokles, and the Beginning of a Written Literature among the Greeks. Only two of these essays were fully prepared for the press by the author. The two essays on Plato are part of a course of lectures prepared for college classes—the only part fully written out. The summaries of the *Oedipus at*

Kolonos and *Antigone* of Sophokles were written at Athens during the author's last sickness, on small slips of paper carried in his pocket. The style of the essays is simple and direct, easily filling the mind of the reader with the thought of the writer. The book is a record, somewhat fragmentary, of the studies of a devotee, and deserves, as it will undoubtedly have, a very large circle of readers.

Words and Their Uses, Past and Present. A study of the English Language. By Richard Grant White. Ninth Edition, Revised and Corrected. Boston: Houghton, Mifflin & Co.

The present edition of this well known work has been prepared specially for the use of teachers and schools. Its adaptation to such use may be inferred from the following summary of its contents:

Newspaper English, Big Words for Small Thoughts, British English and "American" English, Style, Misused Words, Words that are not Words, Formation of Pronouns, Some, Either and Neither, Shall and Will, Grammar, English and Latin, The Grammarless Tongue, How the Exception Proves the Rule.

It is not to be doubted that much of the time spent at school in memorizing grammatical definitions and rules and analyzing and parsing knotty sentences could be much more profitably spent in the study of such a work as this, whether the end sought be a practical use of language or general culture, or both.

Grammar and Composition for Common Schools. By Eliphalet Oram Lyte, A. M., Professor of Pedagogics and Grammar, State Normal School, Millersville, Pa. New York: D. Appleton and Company. 1886.

This is a practical common sense grammar, suitable for pupils that have had some elementary instruction in the use and forms of language. We notice the absence of that straining after novelty which mars many text-books. The most noticeable innovation is in the classification of pronouns. A pronoun used to introduce a clause and join it to the word that the clause modifies is called a conjunctive pronoun, and a conjunctive pronoun closely related to an antecedent is called a relative pronoun; thus making the relative a sub-class of conjunctive pronouns. Who, in the sentence I know who came, is conjunctive; but in the sentence, I know the man who came, is a relative conjunctive. The chapter on "The Elements of Composition" and "Composition Writing" is a good feature.

HOUGHTON, MIFFLIN & Co., Boston, have published, under the general title *Modern Classics*, a very neat little school library of 33 volumes, forming an admirable collection of poems, essays, stories, etc., from the very best English and American writers of modern times. No better supplementary reading for intermediate and higher grades can be found, and many of the single volumes would serve an excellent purpose in the place of 4th, 5th, or 6th reader. Single volume, 40 cents, the set complete, \$11.22.

Primary Phenomenal Astronomy for Teachers and General Readers. How to Study, and How to Teach it. By F. H. Bailey, Northville, Wayne County, Mich. 1886. A pamphlet of 100 pages.

—THE—

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THE EDUCATION OF THE CONSCIENCE.

BY W. S. EVERSOLE, WOOSTER, OHIO.

[Read before the Northeastern Ohio Teachers' Association.]

We confer a doubtful benefit in enlarging the capabilities of a child, if we do not train him to use his increased power in the accomplishment of righteous ends. An intellectual athlete is sometimes a moral pigmy. Such a monstrosity may well provoke pity as well as dread.

“Sad is it to be weak,
And sadder to be wrong,
But, if the strong God's statutes break,
'Tis saddest to be strong.”

Education is a failure, if the conscience be not guarded from pollution and trained to control the intents and purposes of the heart. To educate the pupil's conscience efficiently, the teacher's conscience must be delicate in its perceptions, and must be manifestly supreme in its authority; to train it intelligently, he must know its position among the faculties and must correctly understand its functions. The necessity for laying this hard-pan foundation must be my apology for introducing some psychology. The faculties of the human mind are grouped into three classes, viz: those of *knowing, feeling, and willing,*

the groups being designated as *intellect, sensibility, and will*. Knowledge and feeling furnish motives to the will, which is the executive power of the mind. The will acts only as influenced by motives. It may be the servant of a holy intention, or of a diabolical purpose; it directs the act of the unscrupulous as well as of the conscientious. It has no more to do with the moral quality of the act than the telegraph wire has to do with the truthfulness of the message. No philosopher has attempted to make the will the seat of the conscience.

Nearly all philosophers assign conscience to the intellect, but some of no small repute assign it to sensibility. We have a word for the latter. Intellectual discernment must precede emotion. Feelings may suggest, but they never frame ideas; they play and glimmer over the mental firmament as the brilliant colors flicker over the face of the heavens as the God of day hurries down the western horizon. They may add a vivid and beautiful tinge to the plodding acts of the intellect, but they are as variable and transient as they are pleasing. Right must have a standard by which to measure action, but how can the feelings furnish this standard, when, like the wind that bloweth where it listeth, they veer in their course at every instant? Men have rested conscience upon this unsubstantial basis, but either they or their disciples have wandered into philosophical darkness and religious skepticism.

John Locke was a clear thinker and a Christian man, but he was a special pleader in his philosophy. Denying the presence of innate knowledge, he traced all ideas to sensation as a source. Blinded by ardor in the defense of his philosophical tenets, he left conscience to rest on this foundation of sand. By applying Locke's theory of knowledge to moral and religious questions, Hume deduced his skepticism, and, what is worst, he could do so *logically*. This shows how fruitful of evil an error in philosophy may be, even though the mistake be that of such a godly man as John Locke.

Adam Smith, in his "Theory of Moral Sentiments," insists that sympathy is the ground of right. In his view, if the act of another awakens our sympathy, it is right; if a certain line of conduct has commended itself to mankind through multiplied years, it is undoubtedly right. We see that the precise rulings of judgment are set aside for the chance swellings of emotion. Every man's feeling is to him the measure of right. This leaves us without a fixed standard, every one making his own moral yard-stick—a very unsafe liberty.

Hutcheson ranked conscience among the special senses, placing it on a level with vision, its special function being to discern the moral quality of acts, as that of the eye is to perceive the sensible qualities of

objects. Though giving conscience such an unworthy position, he invested it with an authority not at all consistent with his theory.

Early in the eighteenth century, Hartley, Priestley, and others propounded their associational philosophy. In the nineteenth century, the Mills, father and son, have given us a sad example of misdirected effort in devoting their great mental endowments to the elaboration of the views originated by Hartley. Alex. Bain, echo-like, has been faintly repeating their ideas. I have neither time, space, nor inclination to recount their doctrines in detail, but it is sufficient to say that they derive our ideas of right from bodily sensations as well as mental emotions.

Herbert Spencer pushes a step farther in the dark, and accounts for our moral ideas in the following extract from his writings: "The experiences of utility, organized and consolidated through all past generations of the human race, have been producing corresponding nervous modifications, which by continued transmission and accumulation, have become in us certain faculties of moral intuition—certain emotions of responding to right and wrong conduct which have no apparent basis in the individual experiences of utility." Think of it! A conscience, not given by God, but made by man himself—made in obedience to the demands of selfish and interested motives?

The early evolutionists persuaded themselves that they could follow physical life link by link through the labyrinth of being till they found it lurking in formless protoplasm, but they shrank from the idea of tracing our moral nature to such a source. But, disciples being more daring than their masters, the modern evolutionist can account for the conscience as easily as any other juggler can untie a knot with his hands bound.

The history of the effort to find a resting place for the conscience in the realm of the feelings, either bodily or mental, proves its futility and discloses its dangers. In recent times, it began with John Locke, the embodiment of piety, and it has reached to the evolutionist, "of the earth earthy."

The place of conscience is in the intellect, and its primal element is judgment employed about questions of right and wrong. It is strictly personal, concerning itself about the course of our own life, past, present, or prospective. Man is never so much alone as when communing with his conscience. The term moral faculty has a wider signification; it applies the measuring line to conduct, but it is the conduct of mankind at large.

But our conscience does not occupy a little island in the intellect where it may hear the feelings surge without experiencing the touch of

their bounding pulse. President Porter, in his recent treatise on Moral Science, while faithfully adhering to the intellectual theory of conscience, places special emphasis upon the emotional element. Our purposes are accompanied by a consciousness of merit or demerit and feelings of approval or disapproval. No dream of bliss is to be compared with the raptures of an approving conscience, and no pain is so excruciating as the gnawings of remorse. Byron, who should have been familiar with the lashings of an accusing conscience, wrote :

"No ear can hear, no tongue can tell
The tortures of that inward hell."

Dryden, who tried to suppress the pleadings of conscience, yet felt its stinging rebukes, said :

"Not sharp revenge, nor hell itself, can find
A fiercer torment than a guilty mind,
Which day and night doth dreadfully accuse,
Condemns the wretch, and still the charge renews."

Conscience not only reveals the right and awakens a sense of merit or demerit, but it also impels us toward the good and stays the hand that would do evil. When we contemplate a course of action, something within approves or disapproves ; this is the voice of conscience.

As Whewell defines it, "Conscience is the reason employed about questions of right and wrong, and accompanied by the sentiments of approbation or condemnation, which, by the nature of man cling inextricably to his apprehension of right and wrong." Prof. Bowen defines it more in detail in the following passage from his "Modern Philosophy": Conscience reveals to us a law of inherent and imperative obligation, overriding all considerations of prudence and expediency, assuming to bridle our most vehement desires and strongest passions, and asserting its own supreme authority over all other laws or precepts whatsoever. It speaks not to compel ; it has no constraining force, no outward sanction ; it needs none. It recognizes our absolute free-will. We *may* disobey it, if we will. But even in our disobedience we still recognize its majesty, its rightful rule ; and remorse, the sting of conscience, inevitably comes to punish the transgression. It seeks no support from extraneous sources. On the contrary, all human and divine law is based upon it, presupposes it, appeals to it, and without it has no binding force whatsoever. It is not infused by education, it is not derived from observation ; for observation can only teach me what is ; while this law proclaims something entirely different,—what ought to be. Its demands are very broad ; it simply requires *perfect* honesty, purity, and truth, not only in outward act or speech, but in inward purpose."

The sense of obligation implies the presence of the divine law. The Greek word in the New Testament translated conscience, literally means *joint-knowing*. In turn, the word *conscience*, derived from the Latin, has the same signification. The conscience *knows jointly* the divine law and its application to human conduct.

What has been said implies an idea of right and wrong. Whence this idea? It is not acquired, for every human being possesses it, the untutored child as well as the silver-headed sage. It is a part of that knowledge, known as intuitive, which is inherent. Locke compared the mind to a blank tablet waiting for inscriptions, all knowledge being the result of experience. But, say others, the mind has a stock of ideas, not only prior to, but also necessary to experience. Leibnitz happily illustrates the nature of our intuitions. Rejecting Locke's *tabula rasa*, he compared them to statues imbedded in a block of marble, their outlines being indicated by veinings. Experience chisels away the encasing stone till they stand before the inward eye perfect figures, strong like Hercules or beautiful like Helen. Experience does not produce them, it only makes them manifest. Plato detected this class of ideas, and, to account for them, advanced his doctrine of pre-existence. He explained them as consisting of knowledge acquired in a previous state of existence and recalled in the present life. The idea of right and wrong being woven into the life of every human being, conscience sits as a monitor in every man's breast.

Though a safe guide, conscience is not an infallible one. The judgment discerns the right or wrong in conduct, and as judgment may be mistaken, the conscience can not be stronger than this weakest point. But it should not be lightly esteemed simply because it is fallible, any more than a guide-post should be torn down for not indicating every variation from a straight line in the road. By heeding its promptings, it becomes more accurate and more sensitive; by disregarding them, it deteriorates. No other spectacle is so sad as the man who has tried to obliterate conscience. "If the light that is in thee be darkness, how great is that darkness."

Its fallibility makes the conscience capable of education. As has been said, the primal element of conscience is judgment applied to questions of right and wrong. The more accurate the judgment, the more reliable the conscience. The more the discriminating power is sharpened, the more clearly will we apprehend the right; hence all education is, in a measure, moral education. We array statistics to show that improvement in mind is followed by improvement in morals. Philosophy leads us to expect men and women of gifted minds and

complete education to be the moral superiors of the dull and the ignorant, and observation confirms these intimations.

But all studies that train the judgment do not equally develop the idea of moral obligation; indeed, some dwarf it. "Not what we study, but how we study," is a most mischievous fallacy. We need to revise the list of subjects studied, for, as they now stand, conscience is endangered. Our courses of study are weighed down with the physical sciences. The material and the utilitarian are emphasized in our instruction, while we scarcely hint at the great ethical and spiritual truths that mould life, not only here, but also hereafter. It augurs ill when mental and moral philosophy are banished from so many high schools. If the results obtained in these branches have not been satisfactory, it is not owing to the abstruseness of the subjects, or to a lack of capacity on the part of the pupils, but it is owing to a lack of qualification and interest on the part of the instructor. Let us turn to that incomparable trio of teachers, Socrates, Plato and Aristotle. Socrates taught Plato for twenty years, and his instruction was confined to ethical and philosophical questions. Likewise Aristotle sat at the feet of Plato ten years to be instructed in the same subjects. Plato and Aristotle not only stand as intellectual colossi, bestriding the centuries, but, though heathen, they were men of such pure and lofty character as to be models to all the ages, and that as the result of the long continued study of lofty and elevating themes. But let us consider a different example. When Philip of Macedon would educate his son, like a wise man, he sought the best teacher in Greece and called Aristotle to his palace. But he was so unwise as to hamper this teacher by interdicting the study of philosophy and insisting, like so many modern wiseacres, that Alexander should study what he would use in life. Alexander's intellect showed the masterly training it had received from Aristotle, but there had been nothing in the line of studies pursued to brace and invigorate the moral side of his nature, and we find him the victim of hideous and loathsome vices. "Look upon this picture, and then upon that," and cease to say that "it matters not what we study." Let us beware, lest we educate our pupils into Alexanders instead of Platos and Aristotles. Evil implanted by study continued through years can not be neutralized by the wisest precepts, or the purest examples. When our instruction becomes more ethical, our pupils will be more conscientious. If pupils should study what they will use in life, what, pray you, should they use more than *conscience*?"

The child will not grow up to consult conscience, unless he have an exalted view of this power. He should understand that it is God-

given, and not to be disobeyed with impunity. But imbue him with the teachings of Darwin, and Spencer, and Huxley, *et omne genus*, and he assuredly will not have respect enough for conscience to heed its promptings. Debasement of public and private morals, social disintegration, popular tumult are the inevitable outgrowth of erroneous forms of prevailing thought. French immorality and French Revolutions go back to the infidelic philosophy of France for their perentage. The great calamities of society have their root in pernicious thinking. Deify positivist and materialistic thinkers, and your pupils will learn to distrust conscience. Teach them that there is a light within them kindled by God himself, and they will revere conscience as they revere its Author. It will be to them as the still small voice that Elijah heard, and hid his face in his mantle, recognizing it as the voice of God.

The pupil should learn that there is only one place to adjudicate a question of right, and that is at the bar of conscience. Man has always felt an irrepressible longing to learn his duty, but he has often sought light where only the blackness of darkness confronted him. To ascertain his duty, the Persian prayed the same sun that shone upon his pathway to enlighten his heart, the Greek turned the Sibylline Leaves, the Roman bowed in temples dedicated to Gods frail as the frailest of men, and even Israel knelt before Baal at the very time that Jehovah was speaking face to face with their prophets. The professional casuist has never found himself in the predicament of Othello—his occupation gone. It has ever been the weakness of man to solve questions of right by consulting pretentious fellow-beings and dumb oracles, instead of weighing action in the balance of his own conscience. The office of conscience should be so magnified that the child will be ready to make it his sole monitor and trusted guide.

Parents and teachers often make a mistake by placing themselves in the position of embodied right, to be pleased, even adored. In matters of right or wrong, no teacher should usurp the place of the child's moral consciousness by asking it to do or to refrain simply to please him. The boy or girl thereby forms the habit of according to persons the reverence that belongs to conscience. The child should learn that "right is right as God is God," and, in choosing, he must not consult his own inclinations or another's wishes, except so far as they are endorsed by conscience.

Some education is simply protective. This is especially true of conscience, whose integrity should be carefully preserved. Not hampered by evil, it is strong as bars of brass; not tarnished by sin, it is

delicate as the blush of woman. But its divine voice may be disregarded, and its authority slighted, till it protests but feebly. The consciousness of the first act of wrong tortures the soul with anguish, but at each repetition the compunctions are less distressful. Habitually unheeded, it admonishes but feebly. No man becomes debauchee, highwayman, murderer in a day; from peccadilloes he goes to great and greater sins, till, having made conscience callous, he is capable of heinous crimes. The Latin proverb should teach that the descent to Avernus is *gradual*, rather than *easy*. At our first glimpse of Macbeth, his conscience is clean, but he desecrates it time and again, till, by degrees, he makes himself an imbruted monster, wearing only the outward semblance of man. Though conscience may be trodden under foot, it is never entirely stamped out, and sometimes its recoil is terrible, as when Lady Macbeth wrung her red right hand and died of remorse. The teacher meets childhood at its springs; he can largely determine whether a life shall be like a mountain brook, in crystalline purity, sparkling over the pure granite, or like the gulf stream coursing away from the throbbing warmth of the tropics, to be fettered in the icy manacles of the Arctic frost.

Much depends upon who says a thing. A statement not unfrequently owes its *vis inertiae* to the power of the man or the woman that propels it. A weakling is as incapable of strong utterance as a dwarf is of lifting a giant's burden. Native strength, fortified with knowledge, adorned with culture, and consecrated by religion, wields an influence for good that will reach into the life beyond life. It is the imperative duty of teachers to make the most of themselves that they, in turn, may make the most of their pupils. People of good intentions, but, with little culture, often destroy their influence by ludicrous eccentricities and disagreeable peculiarities. We sometimes feel like exclaiming, with Lowell:

"Salt of the earth! in what queer guys .
Thou'rt fond of crystalizing."

Our teaching is tinged with our personality; defective character makes teaching defective. "Be ye therefore perfect," is as much a message to the teachers of to-day as it was to the disciples on the mount nineteen centuries ago.

A precept worthy of Solomon is without effect, unless it be exemplified in life. A teacher should be known as one who never acts without asking himself, is it right? It is needless for him to counsel a young friend, if he must add, with Burns:

“And may you better reckon the rede
Than ever did the adviser.”

While it is his duty to walk uprightly before the eyes of his pupils, it is his privilege to present them in secret to the God who hears in secret. As Tennyson makes the wounded King Arthur say to Sir Bedivere :

“More things are wrought by prayer
Than this world dreams of. Wherefore let thy voice
Rise like a fountain, both by night and day,
For what are men better than sheep or goats,
That nourish a blind life within the brain,
If, knowing God, they lift not hands of prayer,
Both for themselves, and those who call them friends ?
For so the whole round earth is every way
Bound by gold chains about the feet of God.”

That teacher does a perfect work who leads his pupils to the Great Teacher to quicken and renew their consciences.

SOME NEGLECTED BRANCHES.

[Read before the E. O. T. A., at Canal Dover, Nov. 27, 1885, by J. M. Yarnell.]

I had thought that “Branches”, when applied to the work of the public school, was identical with some such studies as the so-called “legal branches.” I thank my friend who preceded me for pushing me off this narrow pedestal and pointing out a broader platform.

Branches, you know, means any part of any system ; and we should be glad to know that public schools are not limited to the cultivation of the traditional three R's only.

As a boy's morals are of more importance than his mathematics, and the daughter's manners more winsome than her music even, these and such “branches” as most directly affect character should have a prominent place in every program. Neglect in these essentials is most culpable and criminal.

When the subject was first sent me, I commenced to cull over the acrimonious articles of R. G. White, Bishop McQuaid, Dr. Swing, President Hinsdale, and E. E. Hale, the *Andover Review*, the *Boston Sunday Herald*, the *London Times*, and the *Brooklyn Review*. Despite all these objections our schools still flourish, and must continue to increase in all their vast proportions.

The outcome of the argument of these critics is: Religion, morals, manners, and money-making are of such momentous importance as to demand increased attention in the training of the youth sent for instruction to the public school. All good men arrive at the same conclusion. Our consciences, as well as the book, tell us, "These ought ye to have done, and not leave the other undone." But we think the public schools are doing as much for *these* "neglected branches" as for those we call scholastic. It is not to be expected that impulsive youth are to be instantly transformed into staid old stoics. The children of to-day have greater facilities for indulgence than their predecessors, and no one need wonder when they improve them as they do. This is an age of fun and fast living, and the public schools have to bear the blame for the sins of society, for lessons learned on the street, at the rink, the theater, the minstrel show, the ballet dance, the billiard room, the gambling pool, the drinking saloon, and amusements of still more questionable propriety.

These evils are tolerated in every community, but thank God, they are no part or output of the schools. Such is their training outside of school that these votaries of pleasure can have little patience under the restraint demanded for instruction. Unregulated liberty has made our young people restive and riotous. This is no fault of the schools, but of the times and our irrational civilization. Our schools are doing more than any other agency to counteract these evils. What more can they do to advance the children in correct habits of thinking, upright methods of dealing, honest ways of doing an honorable business, to make useful men and noble women?

It is a grand achievement to teach a child to make a straight line; it is grander far to teach him to walk without wavering in a straight-forward course for life. If teaching is, as Channing styles it, "the noblest function of man on earth," then discussion here is time well spent.

Let it be granted that "business training," in its narrow, secular sense, is one of the legitimate functions of the public schools, though not so enumerated among the "legal branches." But the foundation of a successful business education is well laid when the boy is taught to be punctual in his place every morning, to spell correctly, write legibly, compose fluently, think clearly, speak politely. That boy who is well grounded in the rudiments of the common branches has all the elements of a business education. The special training for any particular line of work can readily be acquired.

It is not to be expected that the public school is to make a practical

druggist, surveyor, civil engineer, or architect of every high school graduate—especially when the majority are girls. It is help enough when we assist them to lay a sure foundation in the habit of thoughtful, self-reliant research—the habit of working for success.

It is necessary that chemistry, physiology, and all the sciences be thoroughly taught, but it is not essential that every pupil attempt to master the whole list. The duty of the public school is to deal in rudimentary knowledge, to give its pupils the best possible preparation for a useful place in society that can be gained in the short period of school attendance.

All knowledge is important, but all knowledge is not necessary to any man's success in life. President Elliott, of Harvard, said last summer, "There is no one thing that every man *must* know." Even our ablest educators are most wofully ignorant of some facts that would enhance their present usefulness.

Our public schools may be compelled to adopt more of a university plan.

The "legal branches" by no means include all that is needful for our children to know. I think it is Dr. Holmes who says, "When a man's mind is once stretched by a new idea it never sinks back to its former dimensions." The curriculum of the common school is not ultimate, but tentative rather, and subject to changes. As Dr. Johnson says, "It must change to keep pace with the changing conditions of society, or prove an obstacle to the progress of civilization."

"What knowledge is of greatest worth?" is as pertinent now as the first time it was ever asked. "Striving to do better, often we mar what's well," will do for Shakespeare, but not for Page, or Payne or Colonel Parker.

The German philosopher, Schlegel, classifies the educational forces of society into five eternal elements, viz: The family, the school, the guild, the church, the state. The school neglects as few of its duties as any one of the other four. There is not so much scolding in the school as in the average family; not so much jealousy and strife as in the guild; not so much pretense and sham as in the church; no such corrupting influences as in the political school of the state. Of all the national institutions in our land, the common school is the purest, and comes the nearest to filling its legitimate mission.

Punishment is more frequent in the family and more severe in the state. There is less profanity with a class of boys at school than with any other crowd of equal numbers. Make the comparison with any factory that employs children, and the school is far the more orderly and elevating in all its associations.

The vices *in* the schools are not all vices *of* the school. And we are not to conclude, because an oath was once heard on the play-ground, that all moral instruction has been neglected in that school.

School training is supposed to be confined to the intellect only. But this is never wholly so. The will power is ever exercised in directing the action of the intellect. When a boy resolves to find out all he can on a subject, that resolution is, in essence, a moral act, and worthy of its kind. It does him good. The effort to investigate and comprehend truth, in any form, is a moral act, and never fails to produce a moral effect. The exercise of obedience in the effort to refrain from disturbing others begets an increase of power to resist the next temptation.

The soul, as well as the mind, grows only by its own putting forth of effort, never from the work of others thrust upon it.

Morals are best inculcated without any formal instruction; not by dogmatic precepts to be memorized and rattled off by thoughtless tongues, but by living spirits by which they are insensibly influenced. The Protestant churches have long since ceased to catechize the children of the parish. They now seek to cultivate a normal growth from within, instead of foisting upon their catechumens the religious convictions of minds of maturer years.

The way to have a good school is to institute school work proper, and push it, with the pupils' interest all enraptd in it. The quiet, orderly procedure of a well regulated school furnishes the best moral training for the masses yet devised by man. Education by self-activity is the universal law. This was well set forth at Chautauqua last summer in an able paper on "The Will," by Superintendent Hinsdale. He claimed that the way to train the will is to reach it indirectly—naturally though—through ordinary work. In the same way, morals are best taught by securing the discharge of some present duty.

Of course occasions will arise in which it is proper to appeal to the pupils' sense of right, decency, truth, affection, etc., and these should be improved. All occasions of moral moment should be so managed as to make impressions for good. Providence often preaches more effectively than man.

What we want is actual teaching by living example; not "elementary ethics" merely, but actual object lessons in morals. The teacher must be a model man, having none of the popular vices of the day; not one who excludes tobacco from the school room, and uses it on the street himself.

Children of school age are easily corrupted, and youthful depravity is every day apparent. Even those under the most careful Christian

instruction seem to hanker for some sensational story. How much of this is due to the busy book dealers' slipping in a specimen sheet of the *Saturday Night* with each tablet or package of paper he sells? By this devilish device he poisons the purest minds and entices them back for the remainder of the infamous story.

Avast there! and avaut! ye vultures that prey on the passions of innocent school boys, and then charge the outgrowth of your pernicious literature to the laxity of morals in the public schools.

Our schools, despite the corruption of these vile harpies, are still in advance of public sentiment on moral matters; in advance of the dishonest dealings in trade and commerce; in advance of the duplicity of the political world; in advance of the dogmatism and contentions of the average religious denominations.

And what a heterogeneous mass, of all nationalities and religions, and of every social condition, are humanized and Americanized by these schools. Ten millions of minds are in the matrix to-day, subject to impressions from the hand of master molders. We have no other agency so potent for transforming and blending all these diverse elements.

Does the management of these masses require the introduction of religious exercises? We answer: The religious element in man is the chief motive power in all moral action. It is the most efficient of all moral agencies. Why then ignore its aid? Obedience to God is obedience to right, and surely no infidel can object to the right. They that glory in the worship of reason as their God, are bound by that allegiance to reverence the Omnipotent God, to whom their feeble fetiches are subject.

Every duty performed is service acceptable to the All-wise Sovereign. Why then substitute a lower, meaner motive, for a higher and holier one?

A LETTER TO MR. VAILE.

MY DEAR VAILE:—I read your article in the MONTHLY with a great deal of interest. The subject of which it treats is one to which I have given a great deal of thought. I have always tried not to allow myself to be tied to any particular theory in educational work, but I have kept myself free to abandon the old and adopt the new when it commended itself to my judgment on account of its reasonableness and practical value. I believe in progress and I am sensible there can be

no advancement, if old methods are adhered to simply because they are old and were the best at the time of their adoption.

I yield to no man in his degree of faith "in the honesty, intelligence or judgment of his teachers." I believe in trust in all the relations of life. It is the rock on which all well regulated social, civil, commercial and religious institutions are built. Take away trust and man returns to barbarism. No man can be trusted without giving trust in return. I say with you, trust your teachers. Help and inspire them to the utmost. But poor human nature is full of imperfections. Guards against these are found to stand on every road we travel. No banker will take a note without at least two signatures; no court will trust a witness not oath bound; no examining board for admission to the legal profession, will admit a man to the bar although he held the certificate of the best lawyer in the country, without a personal examination; no church will admit to its pulpit the young theolog, though he carried the certificate of the Gamaliel at whose feet he sat, without a test or a probation; no city, town or rural district will admit the pedagogue to the schoolroom without a certificate of qualifications; and no college a youth upon the statement of his teacher, though he was a Thomas Arnold. Alas! how little trust there is in this wicked world of ours! When, Brother Vaile, you have changed wholly the present constitution of society, when the human being is perfect, then the teacher will simply ask the pupil, do you know your lesson? An affirmative answer will end the business; the board of education will ask the superintendent, are the schools doing the work for which they were established? A hearty yes will end all doubt; in turn, the superintendent is told by a teacher that all his pupils are thoroughly prepared for promotion; "all right," the superintendent says, "let them go up higher." Now this would be a glorious state of affairs, and in its light who would not give all harassing examinations to the wind. This time, brother Vaile says will come. May it come speedily!

It is said, institute examinations for the pupils of those teachers you cannot trust. To carry this out, of course the teacher would only give examinations to those pupils he could not trust. What a harmonious set of teachers a superintendent would have when by an examination he divides his teachers into two classes, one trusted, the other distrusted. It seems to me that any intelligent man of experience in practical school work will see in one thoughtful minute that such a course could not justly be pursued. He would at once antagonize his distrusted teachers and put them beyond help and inspiration.

Again, the good teacher as well as the good scholar is modest, and his confidence in himself and the conduct of his school is not rounded and

complete. What superintendent in his visits to his schools is not entreated by his most honest, faithful, and competent teachers to give their pupils a test? They tell him how much they would be encouraged if they could know what their pupils could do in the subjects taught when handled by another than themselves. If the pupils stand the test well, both teachers and pupils are strengthened in attachment and mutual trust; if there is any failure they are stimulated to greater industry and to more careful study.

To read many things which are said against written examinations, one would think to require a child to commit definitions, rules, formulæ, or sentiment to memory is an unpardonable crime. We need more careful training of this noble faculty than we now have. No child is prepared to exercise his judgment, and his reasoning faculty till he has a mind well stored with facts. If his facts are unreliable and incomplete his reasoning will be faulty. My candid opinion is that there is less room for reform in the matter of written examinations than in any other one thing used in educational work.

Yours Truly,

R. W. STEVENSON.

Columbus, Ohio, April, 1886.

ENTHUSIASM.

BY SARAH A. PLATT, SALEM, O.

The voices in Goethe's Hall of the Past say: "Take along with you this holy earnestness; for earnestness alone makes life eternity."

Why did Joan of Arc see visions and hear voices by the wonderful fountain, and in the forest of Domremy? Was it not because of her intense devotion to her beloved France? And is not enthusiasm but the expression of love? Did not her enthusiasm cause her to do and dare that which makes the world still wonder, and gives to history's pages a story that will never grow old?

O teacher! would you see visions and hear voices? Then love your work, and they will come to you, sweeter, holier than poet's words have ever told, or Maid of Orleans ever saw.

Your fountain of Domremy will be the liquid depths in the eyes of your pupils, revealing to you all, yes, more than all that you have gathered into your own heart of high, earnest endeavor, of loyalty to truth and duty, of love, of trust, of faith in God; visions that will send you straight to God with a thankfulness akin to joy. And your

forest of Domremy will be all the world around you, with all the centuries of the past, for

"Heard are the voices,
Heard are the sages,
The world and the ages."

The prophecies which you shall hear, and which you shall utter to your pupils, will come from sunshine and storm, from flower and leaf; voices from the printed page you shall hear, telling how you shall conquer ignorance, error and evil by pleasing story or narration of heroic deed, by poetry's witching spell or maxim wise. But ere the voices reach you, there must first be a holy earnestness in your own soul.

Beyond all other enthusiasms, I would place the high love, the noble enthusiasm for rectitude of thought and action. But, if we would call this forth in others, it must truly be a living fire within us—*must wrap us about as with a garment.*

As it takes a poet to comprehend most perfectly the words of another singer, a painter to see all the beauty created by a brother artist, a hero to appreciate the deed of a hero, and everywhere genuine nobleness to discern it in another; so it requires an enthusiastic teacher to see instantly the courtesy, self-denial, charity, high erected thought, motive for upright action, in all the small events of the every-day life in the school room, and by a look say, I saw it all—I understand you—you did well—you acted kindly, nobly—I appreciate it. And the glance, like that of LeFevre from Uncle Toby to his son, will form a "ligament which will never be broken;" a bond to hold the pupil fast to loyal action because of the joy and peace that it brings; and also to teach him that "no violent, overstrained exertions are necessary to a noble life, no superhuman efforts and achievements—nothing but every-day duty faithfully done."

"So nigh is grandeur to our dust,
So near is God to man."

And, some day, when a pupil stands before you with moistened eyes and says, "I never thought until you taught me, that there could be such pleasure in simple doing right," you will feel that if no other good had ever come to you, years of toil had now found a full compensation.

I once read of a picture on exhibition which represented solitude:—gray sky—leafless trees, one fallen—and down in one corner a wee little bird, only one—no mate. Many passed it by, and the painter's heart grew sick because no one saw the beauty in his work. At last, one, who himself had made the canvas speak, paused awhile, then

gazed, and gazed, until his eyes grew dim—then turned, and, seeing the artist, said, "I saw your little bird."

Ah! the teacher's art, that wonderful art! how we should love it, so that no child need go heart-sick because in his work no little bird is seen.

Nothing is more contagious than enthusiasm, more quickly imparted, more readily expressed; a glance, a slight movement of the head, a word, and the pupil knows that the teacher's thought is in harmony with his thought.

Enthusiasm is like the sunlight. It penetrates the deep caves of thought, sends a glow through the valleys of reflection, throws such a glory and splendor about the mountain tops of difficulty, that he who sees says I must climb to that light.

If enthusiasm is a glass which magnifies, it is only as the glass in the hand of a tourist. He stands before some old pile of stone, and views it first without aid, and then with such aid, and now sees, what was before unseen, the wonderful beauty of the carvings which change the work of elder days from a mass of stone to a poem in stone; so the teacher, looking through the glass of high love for his work, the glass of enthusiasm, sees before him not a mass of humanity, but temples too marvelously wrought for mortal mind to comprehend, temples of the living God.

THE MARGIN TO A TEACHER'S LIFE.

BY MISS FRANCES M^o REYNOLDS.

[Read at the February meeting of the Dayton Teachers' Social.]

In these days, when so much is said of the advantages of travel, and the culture to be gained by a residence in foreign cities, it becomes rather discouraging to those who, by home cares and empty purses, are kept on this side of the water. As those engaged in literary work are the "silent workers," and are not found, like Silas Wegg, at the corner of the streets, an impression is abroad in the land that only a privileged few are students, or really care for books. More especially does this opinion prevail with regard to teachers—why, we cannot say—but few of us have not felt that the real literary work of the members of our profession has not always received its proper estimate.

Some tell us teacher's examinations are a kind of compulsory education, and so

"No longer a mystery,
But a means chosen from the Infinite resource
To make the most of us,"—

devised to administer a good dose of literature every year or two to these rebellious subjects, quite forgetting that

"We get no good

By being ungenerous, even to a book,
And calculating profits ; so much help,
By so much reading. It is when

We gloriously forget ourselves and plunge headlong soul-forward into a book's profound,

Impassioned by its beauty and salt of truth,—

'Tis then we get the right good of a book."

No objection can be made to these examinations. *We all love them*, of course; and the examiners doubtless find the manuscript a rare treat. As a means of obtaining the necessary certificate and showing proper submission to "the powers that be" nothing can be more admirable; but for the purpose of inspiring an intense appetite for books, a hungering and thirsting for knowledge, it is suspected they are not so eminent a success as might be desired; at least, those who have gloriously forgotten themselves and plunged headlong, soul-forward into preparation for this ordeal, have not proclaimed that fact upon the house-tops.

Some higher motive, some real love for books for their own sake, must have prompted so many to undertake the real hard study, the patient literary toil, that the following report will show has been going on, quietly, steadily, year after year, among the teachers of our city. This report, of course, is not complete. We could not hear from all, and some reported only part of their work. Others who usually read a great deal are now, for good reasons, not engaged in special work. So we may say this is but part of the work of the Dayton teachers.

Number of teachers reporting from twelve districts, high school, intermediate, and normal, 147; number doing special work, 144; drawing, 2; painting, 7; study of art history, 2; Biblical history (mainly in U. B. normal class, Chautauqua normal class, Christ Church Bible history class, and Presbyterian correspondence class), 18; members of C. L. S. C., 8; general history, 17; history of Reformation, 1; French and English history, 12; U. S. history, 9; American history, 10; Roman history, 1; German language and literature, 21; English studies, 3; Latin studies, 2; Greek, 1; Greek and Latin history (in original), 1; French, 1; music, 36; State reading circle, 6; members of local reading circles, 10; reading for city ex., 35; astronomy, 1; geology, 3; philosophy, 1; physics, 1; political science, 1; mental science, 1; botany, 1; study of Shakespeare, 19 (10 districts only reported); Sunday school teachers, 26 (reports from only 8 districts); Eng. lit-

erature, 7 ; American literature, 5 ; professional reading, 10 ; Greek drama, 1 ; philosophy of literature, 2 ; general literature and miscellaneous reading, 65 ; under this last head are reported such works as Scott, Emerson, Hawthorne, Dickens, Lowell, Thoreau, Burroughs, the periodicals, educational papers, &c. All are doing more or less of this kind of work, and many in addition are pursuing several branches of study.

There are some studies beside these we have found it impossible to classify. One gentleman who has a small kindergarten, in addition to his special work, reports part of his time spent in reciting classical extracts, such as—

“Lady’s horse goes nimble, nimble knee,
Gentleman’s horse goes trot, trot, trot, tree,
In comes country man hobble de hobble de gee.”

He repeats this over and over again, until he catches the true spirit of the poem, then he changes it to prose, and afterwards translates it into poetry of another measure.

Still another gentleman reports his time spent in similar mental work, though of not so advanced a grade. “Rock-a-by baby, on the tree-top,” is the poem upon which he is laboring.

There are others from whom we have not heard, but “Mother Goose’s Melodies” are not to be regarded as unimportant—if carefully scanned. Then many of the ladies are studying geometrical designs and the effect of colors, and art in various forms, under the general head of “crazy quilt” and “fancy work.” They even

“Sit and tease the patient needle till it splits the thread
Which oozes off from it in meandering lace,
From hour to hour,”

and so cultivate a patience and ingenuity, which, when applied to encyclopædias and general literature, insures success.

A large class of ladies who are studying Greek and Roman history, for the purpose of more fully understanding why athletic sports in those classic lands formed so large a part of education, assemble twice a week in the gymnasium to learn all that can be learned from dumb-bells, Indian clubs, and “Flying Dutchman ;” and one even reports the scientific game of “bean bags”—though we believe that was introduced into history after the Olympic games and is not, strictly speaking, classical.

In thinking of our work, take into consideration the many hindrances—the little time at our disposal, and the many, many things that *must* be done, and you will agree that we are not idlers.

Do not forget that some go home from school, weary in body and mind, to take their places with smiling eyes and patient love beside sick beds, while others quietly relieve tired mothers of household tasks, with that spirit that makes "e'en drudgery divine," and many must spend weary hours with their needles, or in the practice of those little economies women understand so well, that a brother may be sent to college, luxuries be procured for a sick sister, or the comforts of home increased.

Even with those who have not these added burdens, it is sometimes whispered that there are seasons when the nerves are unstrung, the body and brain too weary to be soothed even by an educational journal or the sciences,—when *rest* seems a necessity, though self-culture come to a stand still.

So they "live and work strongly because patiently," some living on the hill-tops in perpetual sunshine, others in shadowed places, quietly bearing burdens from which strong men might shrink, but all doing what they can, aspiring to better things, ever reaching forward to higher attainments, "trying to live themselves the truth they teach, white-souled, clean hands, pure of heart."

SONNET.

In memory of Miss Annie B. Irish, Ph. D., late Professor of German Language and Literature, University of Wooster, O.

A soft, mysterious touch by angel hand
 Hath drawn aside the parting vail, and free
 Thy spirit left, to enter in and see
 The endless glories of Immanuel's land,
 To join the songs of that triumphant band
 Who dwell beneath God's smile eternally.
 The hand that touched the vail so silently,
 And gently brought to thee the sweet command
 The Father gave, hath chastened us with grief;
 We feel the presence of thy sweet, pure face,
 We seem to hear thee say, "He gives relief
 Who bore our sins, O look to Him for grace
 In your sore need." Thy gentle life, though brief,
 Uplifts our lives and leaves on them its trace.

Wooster, Ohio.

C. C.

TEACHING ARITHMETIC.

In arithmetic, in many schools, teachers are trying to teach boys and girls, from twelve to fourteen years of age, those portions of the subject which are of such a difficult nature as to be understood only by minds in which the reasoning faculty has been considerably developed. With one long step, and without any preparation whatever, pupils are hurried from the mechanical operations which any one who has a good memory can easily master, to the application of those operations to the solution of difficult problems, and as a result many fail. It would be miraculous if they did not. It is the exception to find a pupil or even a teacher who thoroughly understands arithmetic. This is the direct result of the influence of a large number of so-called educators who never fail to make good use of an opportunity to talk about the sinful waste of time in teaching arithmetic. They have talked the subject down until one of the grandest studies in the whole course for developing the reasoning powers has been entirely crowded out of our high school courses, and taught to pupils whose minds are not developed sufficiently to grasp it by *reasoning*, and as they can not *understand* it they try to *memorize* it. The undervaluing of the importance and difficulty of arithmetic, which leads to crowding the subject into the primary and grammar grades, and which in turn leads to *memorizing* instead of *reasoning*, is the prime difficulty in the teaching of this subject. The remedy lies in teaching it at the proper time.

Our high schools should have arithmetic in the first year at least, and then after algebra and geometry have been studied, the subject should be again taken up in the senior year. If some of the college students in this country had a year in it they would be benefitted. We may not need to devote *more* time to it, but pupils should study it farther on in the course. In conclusion we would say, teach your pupils to reason and not to memorize, and require the proof for the solution of every problem; and always remember, as a teacher, that the subject is both important and difficult.

O. T. CORSON,

Granville, O.

I have full faith in *mental* arithmetic as a whet-stone on which to sharpen dull pupils. In mental arithmetic the teacher soon discovers the mental ability of each of his pupils, and by thorough questioning and cross-questioning, he can soon strengthen his pupils' arithmetical faculties. *Principles* must be *well* understood before you can expect good, *clear* language from pupils. The pupils will, in many cases,

travel in darkness, in mental arithmetic, if the teacher is not watchful in detecting *weak statements* made by *inattentive* pupils. Each little step must be watched, and, if necessary, invite criticism from the class. It is a pleasant task for me to lead pupils through the intricacies of written arithmetic, who have already had a full mental drill. Teach pupils to seek and understand *principles*, rather than to find answers. The teacher must be a *bright, live leader*, going ahead with the light and then he will have bright followers.

G. W. LEAHY.

Marshallville, O.

Text books on arithmetic are much to blame. The trouble does not lie entirely in the teaching. Answers to problems should be taken out of text books. Pupils easily learn to depend upon these answers in the solution of problems. Their efforts cease to be independent, and when confronted in examination by a problem, without the trusty answer to guide, they fail even to take the first step correctly. Good teachers overcome this tendency, in a measure, but not entirely. The reason for each step and the correctness of operation should be the *only* tests of the accuracy of the result. The test now too frequently is a look at the answer. In no other of the common branches are such answers given. Why are they thought necessary in arithmetic? The nicety and accuracy of mathematical reasoning is proverbial. Let us teach our pupils to depend upon it alone, and we will succeed in teaching arithmetic.

J. R. H.

Leesburg, O.

I will give some of my experience of seven years, in the Wickliffe public schools, in teaching arithmetic.

In the month of September, 1879, I took a class of pupils, whose average age was about 12 years. At that time they were in reduction of compound numbers, and had never gone farther. As we reached new subjects, those just taught were reviewed, informally, every week, at times oftener. These reviews never consisted in reciting definitions merely, but in the statement of *principles, in the pupils' own language*, and in their application in the solution of examples generally furnished by myself. I made the questions of a practical and common sense nature, drawn from something in the neighborhood or school. This increased the interest. I sent the pupils to a grocery for bills of goods that a clerk kindly lent them; and the boys went with tape-lines, measuring fields of all shapes, but bounded by *straight lines*. They brought their "field notes" in for the girls. So we worked. I

taught in this way, as much as possible, in all the common branches. When the class averaged 16 years, four of them took certificates for teaching.

S. P. MERRILL.

Wickliffe, O.

The difficulty of our friend at Ashtabula is encountered by every teacher, and seems to me to have a triune origin. He mentions two sources of the evil, viz., "Insufficient language training, and a lack of drill in mental arithmetic."

I have seen pupils able to give satisfactory explanations of problems stated in one way, and yet fail to solve similar ones when stated differently—a lack of language training.

Having taught four years in Kentucky, where the school system is far inferior to that of Ohio, but where instruction in mental arithmetic is enforced by law, I am convinced that I found better arithmeticians in Kenton Co., Ky., with but five months of school yearly, than I found in Preble Co., Ohio, with nine months.

But the great source of that which causes our chagrin is the rapidity with which we are compelled to pass over the work in order to accomplish the required amount, being tacitly, if not audibly, threatened with the loss of our positions for noncompliance. Pupils at the age of twelve or fourteen are expected to comprehend all the complexities of fractions, weights and measures; to perform the multitudinous computations of the agent, the merchant, the banker, the broker, the custom-house clerk, etc., to understand taxes, direct and indirect, and percentage in its various applications. All this is expected of poor pupils who have so little knowledge of the world and its wealth, that perhaps they have never handled a dollar that they called their own. They are expected to do part of the work of the surveyor, and to apply correctly the rules of mensuration to the numerous problems found in the arts, or in the imagination. Can we, as teachers, go to an examination confident that we are able to answer all that may be asked? If not, why expect it of pupils?

Be patient, expect but little, "make haste slowly."

Camden, Ohio.

JOHN MORRIS.

It is a great mistake to think that pupils should understand all they learn; for God has ordered it that in youth the memory should act vigorously independent of the understanding.—*Arnold.*

A LETTER FROM DIXIE.

SHELBY COUNTY, ALA., April 12, 1886.

DEAR MONTHLY: A month ago we left our work in Ohio and journeyed south to continue our pedagogic labors. We left snow and cold, and now are writing with all the windows open, and a boquet of violets, honeysuckle and apple blossoms, gathered by our pupils, on our table. Nature here is more energetic than in the North, but, alas! man is a marvel of inertness. We learned in our school days that Alabama means "Here we rest." The people have adopted the motto and carried it out with a literalness that is painfully apparent. What the condition of the other parts of the South is we know only from report, but in central and northern Alabama men live and have their being, but move onward in the path of progress with microscopic slowness. Slavery hurt the white man more than it did the negro. The chief productions of this section are limestone, iron ore, pine timber, and negroes, all found in large quantities.

But did I say there was no progress? I am wrong. The nervous quivers of an approaching resuscitation are manifest, and are seen first in the educational awakening which is just beginning. Truly some good may come out of Nazareth.

Shelby county, where I am located, has just held its first teachers' institute. I wish some of our Ohio teachers could have been present, for their own benefit as well as for ours. Our county Superintendent is a man who really has the educational interests of the county at heart, and, if not talented or highly educated, is yet in earnest; and the few northern people who are here hope for better things in the future.

Our institute was a success. Out of seventy white teachers in the county, twenty-nine were present. If I mistake not there are counties in Ohio that do not show as great a percent of attendance. Among the teachers are all grades of ability and education; some that should be in primary schools as pupils, and whom it is a positive sin to entrust with the education of children, while there are a few who have fitted as teachers in the normal schools of the State and can do good work. Our meeting lasted two days, during which addresses were made, papers read, and educational topics discussed. "The Teacher's Influence," "Incentives," "Music in School," "Progress of Teachers," "Teachers' Motives," and kindred subjects were vigorously discussed. The same wail that we have heard before, of "as many different text books as pupils," went up. The State Superintendent sent word that he was unexpectedly called away and could not

be with us—we have heard the same in Ohio. The crank with his pet hobby was there, and was sat down upon as usual. The omnipresent book man failed us not, but was present to proclaim the merits of his series of books. Although a day of small things, the institute was not to be despised.

By the way, I have discovered a relic, the genuine old blue-black Webster speller of our grandfathers. I had supposed that, like the Eozoon, it was a thing of the Archæan age, a forerunner of the future creation, and developed and differentiated into more modern types; but here it flourisheth like a bay tree.

The Blair bill is looked upon here in different ways. One man openeth wide his pockets and swingeth his hat in anticipation of a good time coming, when he shall have more of the public fund to handle. Another man crieth out "the bill is unconstitutional," but openeth his pockets as wide as his neighbor.

What of the future? Progress, if any is made, must come by northern ideas and enterprise transplanted to the south. So far as these can prevail there will be development. The field for northern teachers is uncertain and limited. A few who come here do well. Some are disgusted and return north. One who can abide the day of small things in anticipation of the future will succeed. N. W. B.

NOTES AND QUERIES.

"IS THAN A RELATIVE PRONOUN?"

1. In the Monthly for April, Mr. A. M. Mattison says, "Brother K. begs the question." Is it begging the question when, according to my opinion, I presume that *than* is a relative pronoun if *as* ever is, when *than* has the same construction that *as* has, and performs the same office in representing the same "rather awkward" ellipses that *as* represents? Example: I have such *as* I want; I have more *than* I want. These sentences expanded will read: I have such *as* (those are which) I want; and I have more *than* (those are which) I want. The ellipses are the same, and if *as* is a relative pronoun in the first sentence then it is simply erroneous to say that *than* is anything else.

Gould Brown, from whom Brother M. gets most of his sentences containing "similar (?) ellipses," says, in his Grammar of English Grammars, on page 672, obs. 9: "*As* frequently has the force of a *relative pronoun*, and when it evidently sustains the relation of case, it ought to be called, and generally *is* called, a pronoun rather than a

conjunction; as, 'Avoid such *as* are vicious,' 'But as many *as* received him,' &c, 'We have reduced the terms into as small a number *as* was consistent with perspicuity and distinction.' *Brightland's Grammar*, p. 9. Here *as* represents a noun, and while it serves to connect the two parts of the sentence, it is also the subject of the verb. These being the true characteristics of a relative pronoun, it is proper to refer the word to that class." On page 674, obs. 16, he says: "*As* is not always a conjunction, nor, when it is a conjunction, does it always connect sentences; nor, when it connects sentences, is there always an ellipsis; nor, when there is an ellipsis, is it always quite certain what that ellipsis is. All these facts have been made plain by observations that have already been bestowed upon the word, and, according to grammarians, the same things may severally be affirmed of the word *than*." T. S. Pinneo, M. A., M. D., says in his *Analytical Grammar*, p. 50, Art. 113, that *as* and *than* are sometimes used as relative pronouns, and that when they are thus used "there may be words omitted:" 'Such *as* I love,' for 'Such as *those are whom* I love;' 'More *than* can be accommodated,' for 'More than *those are who* can be accommodated.' S. W. Clark, A. M., in his *Practical Grammar*, on p. 91, Def. 83, Obs. 2, says: "The words *as* and *than* are sometimes, by ellipsis, used as relative pronouns. Examples: 'Such *as* I have give I unto thee;' 'We have more *than* heart could wish.'"

Dr. W. D. Henkle, who, without doubt, was one of the finest English scholars of this country, as well as one of the best educators, says, in his *Educational Notes and Queries*, Vol. 5, p. 150, Obs. 5: "The argument from *than* is specious, and we are disposed to think that *than* might very properly be considered as a relative in such sentences as 'He took more books *than* were wanted;' 'He asked for more books than you can give.'" Dr. Bullion, author of a Greek, a Latin, and several English Grammars, says, in his discussion of the question, 'Is *as* ever a relative pronoun?' "If *as* is a relative pronoun in the sentences, 'Such books as are useful,' 'Such books as you can give,' then, for the same reason alleged for this, the word *than* must be a relative in the following sentences, because the construction is precisely the same: 'More books *than* are useful,' 'More books than you can give.' Now, if, in the first of these examples, *than* is not a relative pronoun in the nominative case before *are*, nor in the second a relative pronoun in the objective case after *can give*, what need for considering *as* a relative pronoun in the same position, in the same construction, and for the same purpose, to denote comparison? There is the same ellipsis in both, and the same words necessary to be

supplied, in one case as in the other. Thus, 'More books *than* (those which) are useful,' 'Such books as (those which) are useful.'"

2. Does "He has more money than I have," mean "that the amount of money which he has is *beyond* the amount which I have?" or does it mean that the amount of money which he has is *greater* than the amount which some one *else* (besides you) has? In this construction in which the predicate of the principal clause is an adjective, *than* is clearly a conjunction; but hold on, Brother M., we are losing the original sentence, for the sentence was, "He has more money than I have." In this sentence the predicate is a transitive verb, and its object "money" is clearly the antecedent of "than," if the same holds good in the sentence, "He has such money *as* I have." I think the two sentences are clearly analogous, for I can supply as long an ellipsis in the last as you can in the first, using the same words that you use.

3. On page 38 of the MONTHLY for January, Brother M. says: "The sentence in full is, 'He has more books than (the books) which he can use,'" and on page 184 of the MONTHLY for April he says: "'He has more books than he can use,' is, in full, 'He has more books than [the books (are many) which] he can use.'" Is not the sentence a little *fuller* in April than it was last January? How do we know that "the books which he can use are many?" Is it not possible that he may have but two books, and not be able to use either of them? In such a case he would have more books than he can use, but would "the books which he can use be many" when he does not have one book that he can use? And again, if the books are many, which he can use, we would naturally infer that the individual spoken of is a good scholar, or that he has plenty of time to read. We would also infer that there are some books which he cannot use, perhaps because he cannot read them, or because he cannot obtain them. Not one of these ideas was intended in the original sentence, "He has more books than he can use." I think it is vastly better to consider *than* a relative when it refers to a noun, or to an adjective used as a noun, as its antecedent, in sentences in which its construction is analogous to the construction of the relative pronoun *as*, than to supply long ellipses which often throw a cloud over the true meaning of the original sentence. The similar ellipses referred to are foreign to the matter in hand, and I believe that Brother M. and I agree as to the disposition of the *thans* in such sentences as "My Father is greater *than* I," and "Mary is better *than* John."

4. It might be possible, if Mrs. K. would make use of the language quoted, or I might make use of the language and state a fact if

"all I own belongs to the Lord." But I am digressing ; the fact is, I was thinking of construction when I wrote that sentence.

5. The sentences submitted for consideration are not similar in construction to that kind in which *as* and *than* are parsed as relative pronouns.

6. Will Brother Mattison be so kind as to parse *than* and *whom* in (4) ?

"Which when Beelzebub perceived, *than whom*,
Satan except, none higher sat, with grave
Aspect he rose."

New Philadelphia, O.

J. P. KUHN.

I have been somewhat interested by the discussion of the word *than*. Though such discussions have little pedagogical value, for it matters hardly anything what you call your tool if you know how to use it. They have a scientific interest ; I cannot help thinking, however, that in this and similar cases it is not possible to reach a well grounded conclusion without considering the word under examination both historically and relationally. In such matters our common school grammars are for the most part of no authority except for those who cannot investigate for themselves. Goethe's saying, that a man who knows no foreign language knows nothing of his own, is not much of an exaggeration. When we recall the fact that it is possible to trace all the constituent elements of language to two or three primitive parts of speech from which all the rest have been developed, it is not well to be too certain that we know in all cases just how far the development has proceeded. There are several particles in common use in the English, and in fact in all languages, that are of such a colorless nature, their character is so indeterminate, that they may about equally well be classed with two or three different parts of speech. Of these *than* is one. The discussion over it is very apt to end like the controversy as to which is the mother of the chick. The old Greek grammarians had but four parts of speech. We have eight or ten, as we think. Perhaps it would be well to add another or two for the benefit of those words that seem to fit badly or dubiously into any of the existing classes.

If the disputants over the word in question will tell us something about comparison in other languages besides the English, especially some of those belonging to the Aryan stock, then trace its history from its earliest appearance in Anglo-Saxon and in cognate branches of the Teutonic stock, we shall perhaps be able to decide what it now is. Otherwise the case is doubtful. The historical method can in nothing

be more profitably employed than in the study of grammar. A person may be able to use his mother tongue effectively, even elegantly, without knowing one part of speech from another, but he does not understand it. S.

Athens, O.

To what A. M. Mattison says about the use of "than," I say amen and AMEN. His method of expanding the ellipsis is precisely the one I use in my classes. T. D. O.

NO RECESS AGAIN.

DEAR EDITOR: Your comment on my note entitled "No Recess," evidently was founded upon the strange hypothesis that the only remedy for "too long confinement in a vitiated atmosphere" in the school room is the out-door recess. If this be true the entire school day would better be devoted to out-door recess. For the advantages of public school instruction, great as they are, cannot justify the confinement of pupils in a vitiated atmosphere, even for the hour and a half or less that must precede or follow the recess. I had supposed the remedy for a vitiated atmosphere was to be found in proper ventilation, and not in sending the pupils out into pure but oftentimes extremely damp or cold air for the space of fifteen minutes. While I have always recognized the purposes of out-door recess, I have never supposed for a moment, that temporary release from an unwholesome atmosphere was one of them. I have understood that the advocates of out door recess have insisted that there was danger to the pupil in remaining too long in a sitting posture, and that there should be some interruption of mental application, lest the circulation of the blood should be deranged. As a part of the plan outlined in my note, in addition to a good ventilation all the time, we call the pupils to their feet as frequently as every forty-five or sixty minutes, and while they are engaged in physical exercise the room is thoroughly ventilated. In this way we believe we avoid the vitiated atmosphere, secure rest for the body, and a healthful circulation of the blood—and all according to the "well known laws of health."

I may add that since out-door recesses have been abolished we have observed the following beneficial results:

1. A decrease of more than 50 percent of the cases of discipline and a corresponding improvement in the moral tone of the pupils.
2. A large decrease in the frequency and severity of colds with which pupils have been afflicted.

3. Resulting from the above, more regular attendance at school.
4. The pupils spend more time in the open air than before.

Chardon, Ohio.

C. W. CARROLL.

We have tried the no-recess plan in Uhrichsville since November, 1884, and it has worked well. The school children of our village never enjoyed better health than now. The chart classes are not at school more than three hours per day, and the other small children have gymnastic exercises in well ventilated rooms. The children are permitted to leave the room quietly when occasion requires, and as the sessions for the primaries and intermediates never exceed two and a half hours, the annoyance from frequent going out is kept within bounds. Thus far the teachers are all pleased with the plan, and have no desire to abandon it.

R. B. SMITH.

WHISPERING.

I will give my experience in regard to communication in school. I have given my pupils permission to communicate whenever necessary, and the majority seemed to think it necessary the greater part of the time. No teacher can *prohibit* the evil, but he can *control* it by having a special rule against it, and dealing with the offender whenever you "catch him in the act." If pupils are not allowed to communicate, they will do something else more profitable.

I have a school of more than fifty pupils, of all ages from six to twenty. When I gave permission to whisper when necessary, I could hardly hear the recitations; now there are better lessons, and very little noise.

When one wishes to return or borrow anything, I give the desired permission, and there is very little desire to leave seats—not more than one or two a day. I have tried several methods and find the present one the best.

W. H. GRADY.

Haverhill, Ohio.

LEAVE A REPORT FOR YOUR SUCCESSOR.

Speaking of district schools, why would it not be a good plan for each teacher, upon closing up a term of school, to make out a report embodying the following features and any additional matter which might be deemed desirable?

1. A summary of the work of each class during the term, indicating progress made and the class standing of each pupil in the class.
2. A general report, giving class grades of each pupil, remarks concerning his progress, deportment, habits of study, what studies might be taken up the next term, etc.

3. General remarks concerning the school as a whole.

This report, instead of being consigned to oblivion by being filed with the township clerk, should be handed to the next teacher who takes charge of the school,—taking it for granted, as it is usually safe to do, that this individual is an entire stranger.

Of course, it is far better to hire the same teacher again; but, as this is so seldom done, would not some such plan as that I have mentioned be the “next best thing.”

W. C. T.

Canfield, O.

FROM T. D. O.

- My query, (4, p. 138), “Why is rain in the late fall followed by colder weather?” was answered by A. D. F. and E. S. Loomis, to the effect that it is due to the transformation of heat into a latent condition by the process of evaporation. Now I had already taken that fact into consideration; but it seemed to me, as it does yet, that as only a portion of the water that is condensed and falls at any point is evaporated, a considerable part finding its way to the sea, and as in the process of condensation as much heat is liberated as becomes latent in evaporation, the general effect of rain-fall is to raise the temperature. The following is from Geikie’s *Elementary Lessons in Physical Geography*, pp. 67, 68;—“When condensation goes on, the heat which the vapor had held in its grasp is given out again and becomes sensible, as the vapor passes into water. It has been pointed out, for example, that every pound of water which is condensed from vapor liberates heat enough to melt five pounds of cast-iron. We can well understand, therefore, that when the process of condensation takes place in nature on a large scale, the conversion of vapor back again into the state of water materially warms the air.”

To A. D. F.’s answer to Q. 12, p. 138, I must take exceptions, though I am open to conviction, and sighing for the truth. In the sentence, “Now blessings light on him,” etc., I am willing that it be expanded to read, “Now [you (or anyone) let] blessings [to] rest,” etc., or “Now [may] blessings rest,” etc., the verb in the first case being imperative, *second* person, agreeing with “[you]” and in the second, *potential*, third person, agreeing with “blessings;” but I can see no need of making a *third* person *imperative*, and such a construction would seem to me to “in contravention of established usage.”

In regard to the subject of teaching arithmetic, discussed in the April number, it is my experience that pupils which come from the district schools of the township are hampered by a habit of slavish adherence to rules; they seem in some cases to be almost totally ignorant of methods of common-sense analysis—of systematic thinking.

THE POSSESSIVE PRONOUN.

DEAR EDITOR :—You wished to know how I would dispose of the italicized words in the following: “This life of *ours*,” “That head of *yours*,” “That wife of *Smith’s*.” I would parse each of these words in the objective case, governed by the preposition “of.” I know not whether you will “acknowledge the Corn” this time, but I am yours truly,

E. E. CORN.

Kelley’s Mills, Ohio.

We prefer a disposition of these words similar to that given by Mr. Corn in the March number. “Ours,” “yours,” and “Smith’s” have the form of the possessive case; why not say they are in the possessive case limiting some noun understood? as, This life of *our living*, That wife of *Smith’s choosing* or *having*.—ED.

ANSWERS.

Q. 3, p. 138.—The President of the Swiss Confederation is Emil Welti. Date of accession, January 1st, 1884. C.

Chagrin Falls, O.

Q. 2, p. 190.—It was the British Gen. Prescott who was horse-whipped in Revolutionary time. After he was captured by the American officer, Colonel Barton, in 1777, he and his escort dined at the tavern of Captain Alden, at Lebanon, Conn. The common dish of corn and beans was set before him. He supposed the act to be an intentional insult, and, strewing the succotash on the floor, exclaimed: “Do you treat me with the food of hogs?” Captain Alden hated the tyrant, and for this act he horse-whipped him.

H. S. B.

Q. 3, p. 190.—It could not legally be withheld, if candidate sustains a good moral character. It were better for the State, however, if no avowed infidel were employed in our schools. R.

Other things being equal, yes. An infidel has the same right to his opinions that the Christian has, but he has no right to teach his infidelity to the pupils, contrary to parents’ wishes, nor has he the right to champion his cause in the community where his services are engaged as a teacher, because this would indirectly have its effect on the young pupils under his charge. School boards have the right to refuse to employ such a teacher, and the matter, in my judgment, lies wholly with them.

C. V. M.

Q. 5, p. 190.—One angle of the inscribed square coincides with the right angle of the triangle, each side of the square measures 12 rods, and the parts of the triangle not included in the square consist of two similar triangles.

Let x = the perpendicular and y = the base of the given triangle. Then, $x^2 + y^2 = (35)^2$. From the two similar triangles we have the proportion, $x - 12 : 12 :: 12 : y - 12$, and from this the equation, $(x - 12)(y - 12) = 144$. Solving these equations, we find $x = 28$ and $y = 21$, the sides of the triangle.

G. W. MCGINNIS.

Same result and a variety of solutions by J. J. Sadler, E. S. Loomis, John Morris, J. W. Jones, P. S. Berg and A. M. N.

Q. 6, p. 190.—Since they share equally C gets $2\frac{1}{3}$ loaves, of which A furnishes $\frac{2}{3}$ and B $1\frac{2}{3}$ loaves; consequently, A gets $\frac{2}{3}$ of the money, or six cents, and B $\frac{1}{3}$ of the money, or 15 cents.

Mount Pleasant, Ohio.

THOMAS F. MITCHELL.

Each will eat $2\frac{1}{3}$ loaves. Of C's share A furnishes $\frac{2}{3}$ of a loaf and B $1\frac{2}{3}$ loaves. C pays at the rate of 3 cents for $\frac{1}{3}$ of a loaf. A would be entitled to twice 3 cents, or 6 cents, and B to five times 3 cents, or 15 cents.

A. M. N.

Kent, O.

Same result and a variety of solutions by J. B. N., J. S. H., E. M. C., S. H. B., B., R. E. D., J. M., G. W. A., A. M. A., T. D. O., N. P. Davidson, R. T. Dennis, P. S. Berg, J. J. Sadler, E. S. Loomis, Richard F. Beausay, J. W. Jones, T. A. Bonser and R. H. Dodds.

Query 7, p. 190.—Extract square root of 30,450 to the nearest integer, which is 174, and the remainder is 174; hence 174 is answer required.

T. A. B.

RULE: To the product, add the square of one-half the difference between numbers, and extract the square root of the sum; from this subtract half the difference for the answer. Solution: Dif. = 1; $\frac{1}{2}$ of 1 = $\frac{1}{2}$; $(\frac{1}{2})^2 = \frac{1}{4} = .25$; $30450 + .25 = 30450.25$; $\sqrt{30450.25} = 174.5$; $174.5 - .5 = 174$, ans.

R. H. DODDS.

About twenty-five additional answers, all correct.

Q. 8, p. 190.— $x^2y - xy^2 = 30$, (1). $x^2y^3 - x^2y^2 = 450$, (2). From (1), $xy(x - y) = 30$, and this is composed of three factors, viz., x , y and $(x - y)$ whose product = $5 \times 3 \times 2$. It is plainly seen that x is the greater of two quantities, and must be equal to 5, and then y is 3, which satisfy the second equation, and are, therefore, the numbers required. If this is not a correct solution, where is the fallacy?

J. M.

(1) $x^2y - xy^2 = 30$; (2) $x^2y^3 - x^2y^2 = 450$; (1) $\times 15$ and equated with (2) gives (3) $15x - 15y = xy^3 - xy$. \therefore (4) $x = \frac{15y}{15 - y^2 + y}$. (4) in (1) and reduced = (5) $y^5 - 3y^4 + 4y^3 + 58$

$y^2 - 60y = 450$. Applying Horner's method to (5) we find $y = 3$ or -5 . Substituting these values of y in (1) and solving gives $x = 5$ or -2 .

E. S. LOOMIS.

Same result by A. M. N. and T. F. M.

Q. 9, p. 190.—An *arithmetical* solution is one in which some *given number* in the problem is made the *basis* of calculation, and then by reasoning from this basis according to the successive conditions of the problem, the required number is obtained. I would call the solution of Q. 8, p. 138, given by Aaron Grady on p. 188, as strictly arithmetical; while the solution given by W. H. McArtor, of the same Q., is algebraic.

J. J. SADLER.

McBride, Mich.

Q. 10, p. 190.—The abridged proposition in this sentence cannot easily be expanded and preserve the exact meaning. "For us to be here" is the subject. "For" has no antecedent term of relation and may be called an "introductory" preposition. "To be here" depends upon "us," and "us" corresponds to the assumed subject of the infinitive in other constructions.

W. B. M.

"For us to be here" is the subject. "For" is an expletive; "us" is a personal pronoun, obj. c., objective subject of "to be"; "to be" is an infinitive, construction of a noun, subject of "is."

J. S. H.

Subject, *For us to be here*. Pro-subject, *it*. See Mulligan's Structure of the English Language, and also Fowler's English Grammar.

"For"—preposition—leader of the phrase, having the infinitive sentence for its object.

Us—pronoun—independent—3rd p.—singular—objective—subject of the verb *to be*.

To be—verb—irregular—infinitive mode—present—predicate of the independent pronoun *us*.

Here—adverb, limiting *to be*.

J. J. SADLER.

McBride, Mich.

"It" is the subject of the sentence. "*For us to be here*," is in apposition with the subject.

A. M. A.

Out of a large number of answers the above are selected as fairly representative. C. V. M. parses "for" as a preposition showing the relation of "us" to "good," which gives a different shade of meaning from that attached to the passage by others.—Ed.

Q. 11, p. 190.—"Hollow" is an adverb and limits "rings."

"From" is a preposition, shows the relation between "rings" and "below."

"Below" is a noun, objective case, object of "from."

L. G. T.

"Hollow" is a predicate adjective after the copulative verb "rings" (called by some mixed copulative verb); "from below" is a prepositional phrase used as an adverbial element modifying "rings."

T. D. O.

"Hollow" is an adj., limits *earth*.

"From" prep., shows relation of "*below*" to "rings."

"Below" n., obj. of "*from*."

C. V. M.

With L. G. T. agree H. S. B., E. E. W., and J. W. Mc. A. A. Prentice, W. B. M., Richard F. Beausay, A. M. A., R., R. H. Dodds, and the editor agree in the main with T. D. O. and C. V. M.

Q. 12, p. 190.—"First" is an adverb, modifying "four."

A. M. A.

With this, E. E. W. agrees.

"First" is an ordinal numeral adjective, and limits "lines."

A. A. PRENTICE.

With this agree L. G. T., G. W. A., H. S. B., S. H. B., and Richard F. Beausay.

I am of the opinion that "first" is an adjective, modifying "four," and that "lines" is in the objective case, governed by a preposition understood, though I am not disposed to quarrel with any who may choose to call "first" an adverb modifying "four," "four" in that case being an adjective modifying "lines."

T. D. O.

R. H. Dodds agrees with T. D. O. as to the disposition of "first."

"First" is an adjective, numeral, ordinal, and belongs to "four lines."

C.

With this last agree R., C. V. M., and the editor.

Q. 13, p. 190.—The quotation marks referred to are not properly used.

When the children shall have taken the "Christmas present" to the mother, they will not say "I am," &c. When the little girl makes the sentence it is not a quotation. *

The secondary marks should not be used, because Jessie quoted nothing. The use of quotation marks is undergoing a change. The latest works in this country and in Europe, to make a better appearing page, use *single* quotation marks instead of double ones. If a quotation is used within a quotation, the *double* marks are used about it.

L. WESTFALL.

QUERIES.

1. Which is the more important, *what* we teach, or *how* we teach? Give reasons. E. E. W.

2. To what political party did John Quincy Adams belong? The Eclectic History, p. 236, says that all four of the candidates for the presidency were of the same political party. Compare this with Art. 432, p. 245, same book. R. H. D.

3. What is the "New Education?" G. W. R.

4. What geographical changes have been made within the United States in the last year? W.

5. What is the area of a square field whose diagonal is 30 rods longer than a side? L. G. T.

6. If we cut from a cubical block enough to make each dimension one inch shorter it will lose 1,657 cubic inches; what is the solidity? J. S. H.

7. "Hiero, King of Sicily, ordered his jeweler to make him a crown containing 63 ounces of pure gold. The workman thought that substituting a part silver was only a proper perquisite, which taking air, Archimedes was appointed to examine it; who, on putting it into a vessel of water, found it raised the fluid 8.2245 cubic inches; and, having discovered that an inch of gold weighed 10.36 ounces, and silver but 5.85 ounces, he found what part of the King's gold had been changed. How many ounces of gold, also of silver, were in the crown?"

The above problem is found in Smiley's old Arithmetic, which is out of print. I never found any one able to solve it.

Ashville, O.

MARY A. COLTON.

8. Given $x^2 - y^2 = 6,000$, and $26(x + y) = xy$, to find the value of x and y . G. W. COFFIELD.

Enon, O.

9. Which is correct, To be *he* is impossible, or, To be *him* is impossible? T. D. O.

10. We are nettles, some of us,

And give offense by the act of springing up.

Dispose of "some of us."

F. E. M.

11. We are more than compensated. Dispose of "more than."

R. F. B.

12. Is the perfect active participle of a transitive verb ever used as such in discourse? If so, give an example. J. B. N.

13. Cato, before he *durst give* himself the fatal stroke, spent the night in reading Plato's immortality. Parse the words in italics.

D. W. STAHL.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

We shall be under special obligations to institute committees for information concerning their arrangements for the summer campaign. Give us time and place, the names of instructors, and names and addresses of principal officers.

The Chicago ministers prevailed on Rev. Sam Jones to give up the use of tobacco, which they alleged was a hindrance to the success of his work. It was a painful struggle, as the habit had a very strong hold on him; but he came off conqueror. He announced publicly that having consecrated himself to the service of Christ, he would not continue a practice that was a stumbling-block to any. How many Ohio teachers and superintendents will follow his example? Break the fetters that bind you, brethren, and stand forth free men.

The old "deestrick" system of schools is doomed. The only wonder is that it has been tolerated so long. It is antiquated and decrepit, and stands in the way of the progressive spirit of the age. But it has received notice to quit, and cannot much longer stand on the order of its going. The Springfield *Republican* says it is gasping noisily for a last breath in three New England States. Under a new law, New Hampshire towns have just elected town [township] school committees. Vermont towns have also recently voted on the question of substituting the town for the district system. In Connecticut, the State Board of Education has denounced the old district system in such severe terms that it is believed the law-makers cannot longer ignore the question. Ohio seems disposed to cuddle the old dotard; but the extremities are already cold, and the end is near.

The cry for "practical education" continues. The oft-repeated charge is that our colleges and high schools "educate their graduates out of sympathy with the work of the world," and the clamor grows louder for courses of study and methods of training that will make the student a successful money-getter.

When shall a new education be proclaimed that will insure a successful

career in money getting to every child? Results in this direction hitherto are very unsatisfactory. Nine out of every ten of the graduates of our high schools and colleges, measured by any high standard, are failures. Not one in a thousand becomes a millionaire. Is it not high time to abolish institutions so barren of results?

We see it stated that there is a movement "among those who are honored leaders in the Republican party," to induce it to take definite and decided action respecting temperance legislation. It is said that representative men east and west countenance the movement, and a convention in its interest has been proposed, to be held in the near future. The following platform has been proposed:

"I. The liquor saloon is the greatest enemy of modern civilization. The saloon must go.

II. No one method of dealing with it is equally applicable to all localities; the people of each locality must be left free to determine what legislation is best adapted for curtailing its power and restricting its evils.

III. Whatever laws to this end the community passes, the party pledges itself to enforce honestly, impartially, rigidly."

God speed the movement! The battle is on. The place for every true man is in the ranks, with his face to the enemy.

We have a word for those of our readers who have closed the school-house door to follow the plow during the summer, expecting to resume teaching when the wheat and corn have been harvested. The honest tiller of the soil is one of God's noblemen. Put heart and skill into your work in the field no less than in the school-room. Plow a straight furrow and think noble thoughts while you do it. It is not necessary to plow the best part of yourself into the soil for compost. There is no need to let your mind and heart lie fallow while you cultivate the soil. Let these be stirred with high thinking while you stir the soil with plow or cultivator. Keep some good book at hand, and while you wait for breakfast, or rest yourself and your team at noon-time, run your eyes over a few pages in order to supply your mind with something to digest in working hours. The enjoyment as well as profit which comes from a habit of this kind can be appreciated only by those who have tried it. When the time comes to enter school again you will find yourself ready for the work, without the loss of any time in burnishing up your faculties and getting yourself into working condition.

We have already given intimation of a change in the method of conducting the financial affairs of the MONTHLY. For the past four years we have pursued the plan of continuing all subscriptions until otherwise ordered. This plan has proven entirely satisfactory with a great majority of our subscribers; but in the case of a considerable minority it has not been satisfactory. Besides being a source of embarrassment and annoyance to us, it has proven, in a good many cases, an occasion for the indulgence of loose business habits,

and we fear that in a few cases it has been the source of temptation to direct dishonesty. For many years, we have followed the plan of paying as we go, and we are sure it is better for all concerned. Before an issue of the MONTHLY reaches subscribers, the bills for paper, printing, and postage are usually paid.

After the issue of the June number, we shall endeavor, as speedily as practicable, to put the MONTHLY upon a cash basis.

The Thirty-Second Annual Report of the Ohio State Commissioner of Common Schools is a volume of special interest to all concerned in the schools of the State. The Commissioner discusses a variety of educational topics, and makes several important recommendations. There is about the usual array of statistics. The publication of the names of all the members of the State Board of Examiners, from the first appointment in 1864 to the present time, and the names of all who have received State certificates, is a commendable feature of the Report.

CERTIFICATES GRANTED BY STATE BOARD, MARCH 31, 1886.

For life.—Geo. W. Welsh, Lancaster, O.; Louis R. Klemm, Hamilton, O.; Geo. J. Graham, Waynesville, O.; Ed. E. Sparks, Portsmouth, O.

For ten years.—Samuel A. Dickson, Xenia, O.; William J. Dum, Scioto, O.; R. H. Dodd, Scioto, O.; John R. Franklin, Whigville, O.; Aaron Grady, Wheelersburg, O.; Graves Griffith, Morristown, O.; R. W. Mitchell, Rex, O.; M. M. Martin, Harrietsville, O.; Geo. M. Osborn, Wheelersburg, O.; Sopha Morgenthaler, Somerville, O.; Lida L. Orr, New Holland, O.; Jennie F. Winn, Chillicothe, O.; Blanche Williams, Portsmouth, O.

LANGUAGE CULTURE—PRIMARY WORK.

Volumes may be written concerning the importance of language, but I shall give only a few of the reasons why it should receive the most careful consideration in every school. I would have our pupils taught to speak and write their language correctly and elegantly, not to make orators of them, though the American boy can scarcely look forward to a future in which there will be no occasion for him to speak in public; not to fit them to grace society, although good conversation is a powerful element in the culture of men and women; not to make poets of them, though the poet breathes into words vitality which gives a purifying, elevating effect to the songs through which he utters the joys and woes of a race; not to fit them for the editor's chair, that their words may be all powerful in moulding public opinion; not for the many, many fields of labor in which the silver tongue is almost omnipotent; but I would have them taught language because without it all full development of the mental powers through self-education is impossible—not for itself though that would be an object praise-worthy, indeed, but because it is the handmaid to every other kind of learning. Noah Porter, in his *Intellectual Science*, says: "Thinking is aided by language, and, to a great extent, is dependent upon it as its most efficient instrument and auxiliary."

But there are those who say that so one can make others understand him, it makes no difference how he expresses himself. Not so. One famishing for food may take it from a polluted vessel, and may also take poison into his system with that which he craves; but his hunger must be very extreme, or else he will be so nauseated by the sight of the unclean vessel that he will refuse to taste. Food must be very tempting to induce one who has been trained to like clean dishes, to take it from a dirty plate; and the thought must be very valuable which a cultivated person can digest without any regard to that which contains it. Little children may not have much choice in the matter of clean dishes, or correct sentences; but as you would think it necessary to cultivate a taste for the former if you would have a refined home, so must you think it important to cultivate the latter, if you would have a refined school.

A mere reference to our own schools, and to those of which we have some knowledge, is all that is necessary to convince us that there is room for improvement in the language used in our school rooms. We need not *conviction* in regard to its importance so much as *conversion*; but the question always comes, What shall we do? We desire to have good English not only in speaking, but in writing; and what a vast field for cultivation stretches on either side!

Certain principles underlie all language teaching, and are applicable to ungraded schools, or to graded schools in every department; but I shall at this time consider more especially the work of the primary schools, and at a future time that of the grammar and high schools.

We are all agreed that in character culture the most important thing is the character of the teacher, and that the incidental teaching of morals is productive of great good; yet have we considered in language culture how important the speech of the teacher, and the wonderful effects she may produce by incidental work? Do you think the teacher who talks about the beauty of honesty, and yet practices dishonesty, can instill the love of truth into the souls of her pupils? Do you think the teacher who recites certain rules from her grammar glibly, yet violates the principles of good English almost every time she opens her mouth, unless it is to eat or gape, can teach her pupils to express themselves accurately or elegantly? No, no; "example is better than precept." That the primary teacher should speak correctly is far more important than that the high school teacher should do so. The little child is more faithful in imitation than the child of larger growth. Then, too, he believes more implicitly in the perfection of his ideal. He has not learned to compare her with others perhaps more highly cultivated. He has not learned to hold her to the rules of rhetoric, or the pronunciations of the dictionary. In fact, his belief in her infallibility is sometimes remarkable. A pupil of mine told me laughingly of a little friend who persisted in pronouncing a word improperly. An older sister had recourse to the dictionary to show him his error, but he would not give up his point even then, declaring that his teacher knew more than the dictionary. In the high school some one teacher is often regarded as an authority in matters of language and literature, and another is excused even for gross errors, on the ground that "he's good in mathematics

or physics," or some other speciality. I do not say that this should be, but that it *is*.

It is an interesting question what proportion the vocabulary of a child, acquired before he is ten years old, bears to the vocabulary of the man of forty. There can scarcely be a question that nearly all of the forms of ordinary conversation in his native tongue are acquired by the time he leaves the primary school. How immeasurably important the work of the primary teachers in this respect! Superintendents and principals are very careful of the black-board work in these grades. I would not have them lessen their care, but I would have them extend it to the speech of their teachers.

A great many teachers do not accomplish all that can be done for their pupils, because they have not faith in their efforts. Patient, constant correction of errors will accomplish much in every grade, but there is a sensitiveness to correction in the higher departments which does not exist in the lower. I should never let a child say anything in my presence without saying it properly. There are certain points in regard to correct forms that can be formulated by a child even before he is six years of age. At one time I was walking with a lovely little girl of four, when she stopped in front of a garden, and said: "I've never seen such pretty flowers." At first I thought she said, "*I never seen*," and I said, quickly, "*What*, dear!" (The usual manner of requiring her to repeat anything when she had not said it properly.) Promptly the little one said, "I did not say '*I seen*;' some little girls say that, but I always put '*have*' or '*had*' when I put '*seen*,' and don't say either '*have*' or '*had*' when I say '*saw*.'" To my delight this little girl's first teacher was a young lady who not only spoke very well herself, but was constantly interesting her pupils in so speaking, as was frequently manifested to me by what the child told me in regard to what Miss R. said to-day.

Every recitation should be conducted in such a way as to further the acquiring of good English. How the reading lesson can be regarded as something disconnected from the study of language I cannot understand. It is getting the thought for one's self and then uttering it so as to be understood by another. Distinctness of utterance and beauty of pronunciation surely belong to language culture. Sometimes I think that in the desire to attain a certain style of elocution, pupils are drilled on a few verses until the class is like the music-box which, wound up, grinds the same tune without variation, until we wish the music-box and the person who wound it up at antipodes. Often the pupil should read the whole lesson, the whole story, and with book closed tell what it is all about. Let him tell it in his own words, but see that they are good words well put together. That is no true teacher of reading or language who makes no effort to find out what idea the pupil gets from the word which it is possible for him to utter glibly without deriving therefrom a single ray of meaning. Some excellent primary readers are arranged to give valuable assistance to the teacher in the more direct work of language culture. If the one used in your schools is not, please to buy another for your own use. I feel sort of ashamed of the teacher who has only one text book in anything which she teaches.

Spelling, of course, is simply getting the correct forms of words to be used in language.

The study of numbers, or arithmetic, does not afford so much opportunity for language culture as the other branches of primary instruction; but even in it, it should not be disregarded. The mode of expression should always be correct.

I like exactness in mathematical definitions. Their number at this stage of instruction should not be great, because not many can be understood if accurately given, and there is sufficient of the utmost importance for children in the study of numbers without the learning of words conveying to them as clear an idea as so much Greek.

I have tried a little plan which helped both language and arithmetic. Turn about with children have I made up problems for mental solution. I have had them enthusiastic in this work, which seemed like play. With children in the Third Reader I have gone (in imagination) to certain stores, made purchases there, found out how much a few articles would cost, and how much change I should have left if I had a certain amount at first. A great variety of little problems can be made by the children. Of course they will imitate to a degree, but they will also exercise ingenuity.

The only remaining branch, other than the so-called language lessons, is geography in the higher classes of the primary grades. It is hardly necessary for me to say that I do not believe in a text book of geography for children of this age. But where teachers are compelled to use it, they ought to use it wisely. For the sake of the science, for the sake of language, and *the sake of the children*, do not have them commit it word for word. Read it with them, talk it over until they are thoroughly interested in it, and then cultivate in them the power to tell it to you intelligently in their own words. How barbarous to have them go over it with no more meaning attached to the words than when they count out at recess, "Eeny, meeny," &c., and not half the spirit of that, for the conclusion there does signify something. But I hear you say, "How about the examinations?" If you teach geography wisely, I trust that nineteen-twentieths of the superintendents will be able to appreciate your work, even through the examination paper. You are to aim at a knowledge of the subject, a retention of it in memory, and a correct but not uniform expression.

And now let us consider the special instruction in language. Either let this be well given or not at all. I can hardly speak calmly when I consider how much time is worse than wasted by many of the so-called language lessons that, profitably used, would be of such service in keeping in its beauty and purity the vigorous English, incomparably dear to those who have associated with its masters. In the first stage of this work, children tell what they see on their way to school. Well and good, provided each little fellow is allowed to see with his own eyes, and not compelled to see with somebody else's. Then he must tell what he likes to eat. All right again, provided he can express his own taste; but I think it is immoral to make him say, "I like meat, milk and pie," when perhaps he does not like the first-mentioned at all, or tastes it so rarely that he forgets what it is like. I believe in talking lessons with the children of the first year. But I believe in teachers who are capable of getting them up for themselves with the aid of any leaflets or works on language lessons. The more they have of these to consider and adapt the good in them to

their own particular school the better. When the pupils are ready to write little sentences, let there be a great deal of copying until they use almost naturally the capital letter, the period, the question mark, and, indeed, the comma, in a series of terms. From this work proceed to the filling of blanks. Accept any word that makes good sense. Don't make the work too difficult for your pupils, but don't tire them with one kind of work after they are ready for another. The oral work advances more rapidly than the written. Pupils can tell you little stories you have read or repeated to them very nicely when they are in the Second Reader, but I do not think it wise to have them reproduce them in writing before they are in the Third. Here you can also interest them by giving them a certain number of words which they are to weave into a little story. They can acquire at this stage of their development the proper forms for ordinary letters, and, indeed, write some interesting little letters.

When object lessons are used for language drill do not insist upon a certain order of words, unless there is only one logical order. There is something inconsistent in the primary teacher's insisting that every pupil must say a certain thing in a *language* lesson in the very same words, and the high school teacher's insisting upon a variety of expression.

Seek to give a child a familiar acquaintance and skillful use of those words which he will meet as he advances this year, which will serve him to-day or to-morrow; not those words whose meaning he cannot grasp even when you labor most faithfully to present it; words which he does not need until he takes up certain sciences in the high school, and then he comes to them having so entirely forgotten them that in their strangeness they resemble words of a foreign tongue.

I can scarcely touch now upon good literature for children, and how effective it is in language culture; but for this purpose and its aid in moral culture there should be regular committing to memory of beautiful poems and choice bits of prose.

Is it conscientious for us to work for anything else than the highest good of the children under our care? Should we not always be open to conviction? Ought we ever to fear to make a change that is right lest it should be regarded as a criticism on our past work?

Language culture can be made fascinating, as can all primary work, if we put into it brain and heart.

MARGARET W. SUTHERLAND.

EXAMINATION FOR STATE CERTIFICATES.

The next meeting of the State Board of School Examiners will be held in the High School Building, Columbus, Ohio, and will begin Tuesday, July 6th, 1886, at 9 o'clock.

Applicants will be examined in the branches necessary to a ten year certificate on Tuesday, and on Wednesday morning. The examination for life certificates will begin on Wednesday, and will be completed Thursday.

In no case will questions on any branch be given out until the regular examination in that branch.

Applicants for ten year certificates will be examined in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, and Theory and Practice, including the Ohio School Law.

In addition to the branches named above, applicants for life certificates must be examined in Algebra, Geometry, Physics, Physiology, General History, English Literature, Rhetoric, Civil Government, and three branches elected from: Geology, Chemistry, Botany, Astronomy, Zoology, Trigonometry, Latin, Greek, German, Logic, Anglo-Saxon and Early English.

Applicants for either grade of certificate, must present testimonials from leading educators, stating that such applicants have had at least forty-five months' successful experience in the profession of teaching.

These testimonials should be forwarded to the clerk of the board at least *thirty days before the date of examination.*

Successful applicants for ten year certificates may have additional branches added to their certificates, by undergoing the same examination in such branches as candidates for life certificates.

Persons holding ten year certificates, granted by this board, may, at any subsequent meeting of the same board, receive life certificates by passing an examination in the required branches.

Knowing that real scholarship demands concentration, it is the intention of the board to give due credit for eminent attainments in any particular line of study.

By order of the board.

C. E. McVAY, CLERK,
CINCINNATI, CLIFTON, OHIO.

THE READING CIRCLE.

I wish to acknowledge through the MONTHLY the following sums received since my last report, March 22 :

March 26, Miss Margaret W. Sutherland, Mansfield, Richland county....	\$3 50
March 30, Supt. S. H. Herriman, Medina, Medina county.....	2 72
April 5, Supt. W. H. Ray, New Philadelphia, Tuscarawas county.....	3 25
April 15, Miss Cora Hamilton, Waynesburgh, Stark county.....	25
April 21, Miss Kate C. Hover, Corresponding Secretary, Painesville, Lake county.....	3 50
Total.....	\$13 22

All for the present year.

Quite a large number of circles have not yet reported their membership fees. It was expected that the fees would be paid, this year, at the time the local circles were formed, and that the amount would be forwarded to the treasurer of the Board of Control by the corresponding member as soon as the organization for the county was complete.

These reports should be made at once so that a full report embracing the number of circles, number of members, number of readers, etc., can be made at the next meeting of the State Association at Chautauqua.

New certificates have been printed for this year and are ready for delivery. If corresponding members will notify me how many are needed I shall be pleased to forward them at once. All who have completed the course for this year, and who have paid up their membership fee are entitled to certificates without any additional cost.

Massillon, O., April 21, 1886.

E. A. JONES,
Cor. Sec. and Treas.

OHIO TEACHERS' ASSOCIATION.

Fortieth Annual Session to be held at Chautauqua, N. Y., June 29 and 30, and July 1, 1886.

PROGRAM.

Superintendents' Section.

TUESDAY, JUNE 29th.

A. M.

Inaugural Address,.....Prof. C. L. Loos, Dayton.
PAPER—The Intellect,.....Dr. E. T. Tappan, Gambier.

P. M.

PAPER—Methods of Promotions,.....Sup't E. S. Cox, Portsmouth.
Discussion opened by Sup't J. C. Hartzler, of Newark.
PAPER—Practical Morality,.....Miss Lucia Stickney, Cincinnati.
Discussion opened by Sup't W. S. Eversole, of Wooster.
PAPER—Ohio History in Ohio Schools,.....Sup't J. B. Peaslee, Cincinnati.

General Session,

WEDNESDAY, JUNE 30th.

A. M.

Inaugural Address,.....Sup't W. W. Ross, Fremont.
PAPER—National Illiteracy,.....Prof. E. W. Coy, Cincinnati.
Discussion opened by Hon. John Eaton, of Marietta.

P. M.

PAPER—Management of Schools in Township Districts,
Sup't W. W. Donham, Forgy.
Discussion opened by Horace Ankeney, Alpha.
WEDNESDAY EVENING, The Teachers Reading Circle.

THURSDAY, JULY 1st.

A. M.

PAPER—Industrial Education,.....Sup't J. W. Dowd, Toledo.
Discussion opened by Prof. N. M. Anderson, of Cleveland.
Annual Address.

P. M.

The Reading Circle.

Reports of committees, miscellaneous business and election of officers.

The above program is subject to any necessary changes.

The same hotel, lake and railroad accommodations obtained last year have been secured for the coming meeting. Further particulars, with rates from various points to and from Chautauqua, will be given in ample time.

BROTHER EDITOR :—By your permission I wish to inform the MONTHLY family of the recent session of the Board of Control of the Ohio Teachers' Reading Circle.

The meetings were held at Columbus, 3rd and 4th instants, at the office and residence of Sup't R. W. Stevenson. Members present were Mrs. D. L. Wil-

liams, Miss Kate Brennan, and Messrs. Hancock, Ross, Jones, Stevenson, and Burns.

There was much interesting discussion concerning the past and the prospective future of reading circles, and a general expression of sentiment that there is no cause for losing heart or growing weary in well-doing.

The course of reading for the fourth year follows:—

I. Elements of Psychology.

II. English Literature:—

1. Hamlet.

2. As You Like it.

3. Twice Told Tales.

4. Wordsworth's Ode: Intimations of Immortality from Recollections of Early Childhood.

III. General History.

IV. Political Economy.

The texts for the Psychology, History, and Political Economy will be selected and the choice announced at the Chautauqua meeting of the Association.

It was resolved to ask the State Association to make the State Commissioner of Common Schools a member *ex-officio* of the Board of Control.

A statement was made by the Cor. Secretary to the effect that the Belmont County Reading Circle, which has been for two years reading a course of its own selection, desires to be merged into the State Circle; and, after an inspection of the said course, it was declared by resolution to be equivalent to the State Course, and the Circle of "beautiful mountaineers" was unanimously admitted to the brotherhood.

The Cor. Secretary was directed to request for the use of the Circle an hour and a half of room on the program of the coming session of the State Association.

J. J. BURNS,

Dayton, O., April 13, 1886.

Recording Secretary.

EDUCATIONAL INTELLIGENCE.

—The next meeting of the Northeastern Ohio Teachers' Association will be held at Elyria, May 22.

—The next annual meeting of the Pennsylvania Teachers' Association will be held at Allentown, July 6th, 7th and 8th.

—Union City is partly in Ohio and partly in Indiana. The "Ohio side" held commencement April 23, with four graduates.

—The graduating exercises of the Mineral Ridge high school will be held Friday evening, April 30. The class consists of four boys and four girls.

—A normal session of seven weeks, commencing July 12, will be held at Galena, Ohio, with I. C. Guinther, C. F. English, and E. A. Brobst, as instructors.

—Send for copies of Ohio Teachers' Reading Circle Course, and advertisements of Normal School at Lakeside, opening June 23d, to Prof. R. Parsons, Delaware, Ohio.

—The French Senate, after a long and exciting debate on the Primary Education Act, adopted, by a vote of 168 to 93, a clause precluding monks and nuns from teaching in municipal schools.

—A six weeks summer school for teachers and students desiring to review will be opened June 7, at Blancester, Clinton Co., O. It will be conducted by S. M. Taggart and N. H. Chaney.

—The Ohio Senate has voted \$5,000 toward establishing a normal department in the Ohio University at Athens. This is a move in the right direction. Senator Calvin S. Welch has the credit of proposing the measure.

—The trustees of Hiram College have taken the initiatory steps toward the erection of a new college building. A building committee and a financial agent have been appointed, with a view to the speedy prosecution of the work. The outlook for the college is very encouraging.

—The teachers of Wayne, Ashland and Medina counties are to hold a joint meeting at Seville, Friday evening and Saturday, May 7 and 8. A good strong program has been prepared and a rousing time is expected. Free entertainment and reduced railroad fare are among the inducements.

—The London School Board advertises for teachers to fill various positions, and specifies particularly that "canvassing for these situations, either by letter or personally, will be considered a disqualification;" also that "candidates invited to attend the Committee will be allowed third-class railway fare."

—The schools of the historic town of Gnadenhutten are prospering finely under the supervision of S. K. Mardis, who has been in charge for the past six years. There is an excellent course of study, and a flourishing reading circle is kept up. A class of eight boys and six girls will graduate this year.

—The schools of Alliance, under the superintendency of C. C. Davidson, have laid a foundation for a good library. Since December last, by means of public entertainments and the generosity of friends, 500 good books have been obtained, and \$150 in the treasury is ready to be used for making additions.

—One of the flourishing educational institutions of the day is the Zanesville Business College, conducted by H. B. Parsons. A handsome photograph before us contains an external and internal view of the college, surrounded by the faces of 120 teachers and students. Those desiring a thorough business education should correspond with Mr. Parsons.

—A very enthusiastic meeting of Clermont county teachers was held at Batavia, April 10. The number in attendance was over two hundred. Byron Williams, S. T. Dial, R. H. Holbrook and J. F. Lukens are the principal names that appear on the program. The *Courier* says it was the best looking body of teachers ever convened in Clermont.

—A joint meeting of the teachers of Highland and Clinton counties was held at Leesburg, April 10. The attendance was estimated at 300. The following resolution gives out no uncertain sound:

"Resolved, That we, the teachers of Highland and Clinton counties, deplore the failure of the Representatives of said counties to lend their support to the Albaugh bill, and that we request the passage of said bill at the next session of the General Assembly."

—It is now fifteen years since the London School Board was called into existence. The magnitude of the beneficent work it has accomplished can scarcely be estimated. Its army of teachers now numbers nearly 6,000 adults, besides pupil teachers, and the number is increasing at the rate of 350 annually. It provides for the instruction of nearly 400,000 children, and the accommodations are not equal to the demand.

—The regular monthly meeting of the Franklin county teachers' association was held at Columbus, April 10. Miss Cora Rader read a paper on Primary Reading, Commissioner Brown spoke on the township system, Prof. A. H. Tuttle delivered a lecture on Physiology in the Common Schools, and D. J. Snyder presented the subject of Infinitives. A resolution was adopted asking the General Assembly to so amend the school law as to include physiology in the list of branches on which teachers are examined.

—Cleveland school affairs are in a muddle. The board of education has heretofore consisted of one member from each of *forty* wards. By a recent act of the Legislature the city has been divided into *twenty* school districts, and at the spring election each of these districts chose a man to represent it in the board of education. Just as this new board was about to organize, a judicial decision was rendered declaring the act unconstitutional. The new board proceeded to organize, however, and the old board still maintains its organization. The Supreme Court will be called in to break the lock.

—The Knox County Teachers' Association held a meeting at Centerburg, April 10. The following program was prepared:

Defects in our schools and what we should do with them.....	J. C. Guinther.
Socrates as a Teacher.....	Prof. M. A. Yarnell.
Attention.....	Supt. O. T. Corson.
Theory and Practice of Primary Teaching.....	Miss Florence Stephens.
How much a Principal can Superintend.....	C. F. English.
School Government.....	F. F. Green.
Busy Work.....	Etta Dunlap.

—The Hurons and Eries, together with a few "Big Chiefs" from surrounding tribes, held a grand council at Monroeville, April 17. The subjects considered and the chief spokesmen were as follows:

"Educational Underpinning"—Dr. Samuel Findley, editor of the Educational Monthly, Akron, Ohio.

"Character"—Dr. S. J. Kirkwood, Professor of Mathematics and Astronomy, Wooster University.

"The Unknown Factor in Education"—Mr. M. S. Campbell, Principal Central High School, Cleveland, Ohio.

"Reading and Elocution in Our Public Schools"—Prof. W. B. Chamberlain, Instructor in Vocal Music and Elocution, Oberlin College.

"The Discipline of the Schools"—Superintendent J. W. Dowd, Toledo, Ohio.

"The Ohio School System"—Hon. LeRoy D. Brown, State Commissioner of Common Schools.

General Discussion—Opened by Dr. Alston Ellis, Superintendent Public Schools, Sandusky, Ohio.

Chiefs Myers and Scroggie presided, but their combined efforts were not sufficient to prevent Chiefs Dowd and Ellis from tomahawking each other.

—Section 4015 of the statute has recently been amended so as to read: "Teachers employed in the common schools may dismiss their schools, without forfeiture of pay, on the first day of January, *the twenty-second day of February, the thirtieth day of May*, the fourth day of July, the twenty-fifth day of December, and on any day set apart by proclamation of the president of the United States, or the governor of this State, as a day of fast or thanksgiving."

—On Saturday, March 20, the "Madison County Teachers' Association" held a very interesting session at London. The attendance was large, and the interest was manifest. Supt J. C. Hartzler, of Newark, addressed the meeting upon "Some Grammatical Excrescences." The Dr. finds numerous *warts*, and his treatment is heroic. English Grammar must be simplified if we are to improve its study.

W. A. Bownocker, of Sedalia, read an interesting and instructive paper on "The History of the English Language."

Supt J. W. MacKinnon, of London, gave a blackboard exercise, and an address upon the "Mental Faculties and their Order of Development." This subject is one that should receive more attention from teachers.

These monthly meetings have been held for a dozen years or more, with the interest on the increase. Dr. Ort, of Springfield and Prof. McVey will address the association. April 17.

—The following program of the rhetorical exercises of the Columbus high school at the close of the second term was prepared by Principal Brown. His object was to emphasize one thought, viz., patriotism. To extend interest in the school over the whole number of pupils, all classes were represented on the program. The Star Spangled Banner and America were sung by the whole school. The exercises were novel in that but one thought ran through from beginning to end. In the past there has been no more profitable and pleasant closing of the work of the term. A large audience was greatly pleased:

WASHINGTON—LINCOLN—GRANT.

1. Music—Keller's American Hymn.
2. The First American—Lowell.
3. Lincoln's Gettysburg Speech.
4. The Dead Lincoln—London Punch.
5. Music.
6. Abraham Lincoln—C. H. Fowler.
7. Washington's Boyhood—St. Nicholas.
8. The Little Hatchet Story—Burlington Hawkeye.
9. History of the Flag—Rev. A. P. Putnam.
10. Music—The Star Spangled Banner.
11. Grant's Journey to West Point—Grant.
12. The Battle of Mission Ridge—B. F. Taylor.
13. The Second Grand Review—Bret Harte.
14. Extract from the address of Ex-President Hayes, before the Loyal Legion at Cincinnati.
15. Music—America.

—PORTSMOUTH NOTES.—The recent examination held in Scioto county by the State Board of Examiners seems to have given a new life to educational matters in that and adjacent counties. The question lists appeared entire, as far

as they could be obtained, in a county paper. The southern part of the State sent the larger part of the thirty-five applicants.

The schools of Portsmouth have undergone a thorough change in the English language instruction. Prof. E. S. Cox, Superintendent, has introduced a system extending, by gradual stages, from the lowest primary grades through the high school. Composition enters largely into the plan, from a basis both by description of natural objects, scenery and pictures, and reproduction of stories read or told by the teacher. Special rhetorical drill occupies a weekly place in the upper grades, including diction, delivery and parliamentary law in the high school.

The instruction in science, under the immediate supervision of Mr. W. M. Miller, is being carried forward with the vigor and interest which characterized its introduction, some three years since. The use of the recently procured microscope in connection with dissection has given a certain exactness to this novel work. The efficiency of the scientific work promises to be greatly facilitated next year by the introduction of parallel English and science courses, which shall be optional with the pupil, and run throughout the entire school course of study.

Through the kindness of the several literary clubs of Portsmouth, the department of literature in the high school has been furnished with a modest, but complete, library of English and American representative works. Each class, in this subject, is required to read, outside school hours, ten books of English and ten of American authors, besides the daily critical study in class, upon some selected book. This latter work has been done this year upon *The Legend of Sleepy Hollow*, *Lady of the Lake*, *Macbeth*, Wordsworth's *Lyrics* and *Vision of Sir Launfal*.

The branch of the State Reading Circle has held regular semi-monthly meetings during the year, with about twenty-five members. At these meetings *Richard the Third* and *King Lear* have been critically studied, with suitable dramatic readings therefrom, and essays, lectures and discussions upon the characters. At intervening periods the work on pedagogy has been taken up, as arranged in the course. Superintendent Cox has been the director of all this work.

At the meeting of the Reading Circle, April 30, the annual banquet will be given at the residence of one of the members. The event of the program is a lecture upon *King Lear* by Dr. John Hancock, of the Chillicothe schools.

S.

—According to announcement, a conference of the Eastern Indiana and Western Ohio Superintendents was held in Sidney, Ohio, April 8, 9 and 10, 1886.

Dr. Hailman, of La Porte, Ind., was chosen president of the meeting, and, Superintendent Whitworth, of Bellefontaine, Ohio, secretary.

Five sessions were held and the following topics discussed:

1. Truancy and Tardiness.
2. The Recess Problem.
3. Literary Exercises.
4. Manual Training.
5. Modes of Punishment.
6. Study Out of School Hours.

The exceeding informality characterizing these meetings led to a lively interchange of views and experiences, with now and then a little logical fencing between progressive orthodoxy and old-time heresy in educational doctrine. The self-styled heretics, however, discovered that their methods, much less the principles underlying these methods, were not so very inharmonious with the "new" educational ideas, when the latter were presented shorn of their excrescences and abnormities.

Dr. Hailman delivered a very instructive and entertaining lecture on "Sense and Nonsense of the New Education."

Friday morning was spent in visiting the Sidney schools. The visitors were also highly entertained with an exhibit of the work done by the pupils in the way of manuscript work, drawings, etc., artistically arranged in a large hall furnished for that purpose.

The lady teachers and wives of the members of the Board of Education prepared a magnificent banquet in honor of the guests, and a delightful evening was spent in social converse and entertainment.

The feature most largely entering into these meetings and strikingly differentiating them from the usual educational gatherings, whether State or local, also prevents a detailed report, or even formulating the concensus of opinion regarding the subjects discussed. A band of brethren gathered around a table, earnestly inquiring of each other their methods of doing this and that, seeking the principles underlying these methods, and kindly suggesting and criticising, is far more productive of practical results than a formal discussion from manuscript an hour long. Hence to reap the benefit one must be present to enter into the spirit pervading the meeting.

The following towns and cities were represented: Indiana—Union City, La Porte, Winchester, Richmond. Ohio—Urbana, Sidney, Bellefontaine, Piqua, Hamilton, Van Wert, Marion, Crestline, Troy, Mechanicsburgh, Belle Centre, West Liberty, St. Mary's, Lima, Wapakoneta, Tiptecanoe, Ansonia, Caledonia.

The next meeting will be held in October, at the call of a committee having plenary power. Superintendents Bloss of Muncie, Butler of Winchester, Van Cleve of Troy, and Whitworth of Bellefontaine, constitute this committee.

It is the unanimous opinion of those present that the old superintendent as well as the younger one derives incalculable benefit from these conferences. There is an entire absence of all cliquing and wire-pulling, for there is no organization to "run," and each one present feels at home and is ready to contribute his mite toward the success of the occasion.

H. W.

PERSONAL.

—The *Adrian Times*, (Mich.) speaks in complimentary terms of Sup't G. W. Walker's first year's work in that city. In yankee phrase, he "fills the bill," and merits and receives the approval of school board and patrons. Just as we expected.

—Dr. Carroll Cutler, president of Adelbert College, expects to spend the summer vacation in Europe.

—Hiram Sapp, once an Ohio teacher, is a member of the firm of W. F. Keister & Co., real estate agents, Denver Junction, Col'o.

—C. C. Davidson, of Alliance, will be a candidate before the Democratic State Convention for nomination to the office of State School Commissioner.

—Messrs. Parker and Boster and Mrs. Blazer and Miss Walter constitute Gallia County's delegation at the National Normal University, at Lebanon this term.

—Sup't William Richardson, of Sedalia, Mo., has engagements for four weeks of institute work in Missouri, besides three weeks in Shelby and Ross Counties, Ohio.

—H. L. Peck, superintendent of the Barnesville schools, has been engaged to give instruction in the Summit County institute, which begins July 19 and continues four weeks.

—Miss Maria Parsons, for several years principal of the Akron high school, and more recently professor of English literature in Buchtel College, is soon to sail for Europe, where she will probably spend a year.

—W. H. Mitchell has been re-elected superintendent of schools at Monroe-ville, Ohio, for a term of three years, with an increase in salary of \$100 per year. He has also been re-appointed on the Huron County board of school examiners for a like period.

—F. M. Hamilton is nearing the end of his thirteenth year as superintendent of the Bucyrus schools, and he has just been unanimously re-elected for another full term of three years. The Bucyrus board takes a very practical way of saying "well done, good and faithful servant."

—The Governor of Pennsylvania has addressed a letter to Dr. Higbee, State Superintendent of Public Instruction, demanding his resignation. This action has arisen out of disclosures of abuses, mismanagement and neglect in the department of Soldiers' Orphan Schools, to which Dr. Higbee's official supervision extended. The Governor says: "I deem it for the best interest of the State and of the schools that there should be a change in the official direction of that department."

—Reuben McMillen's resignation of the superintendency of the Youngstown schools has at length been accepted, taking effect March 31. At a special meeting of the Board, resolutions were adopted paying a very high tribute to Mr. McMillen's worth as a man and an educator, and recognizing in fitting terms his eminent services through a long term of years. After adjournment the members went in a body to his residence, and presented him a handsomely engrossed copy of the resolutions.

Mr. McMillen's honors are well deserved. Not many schoolmasters have the satisfaction of looking back over so long a term of faithful service in the same field.

—THE—

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—AND—

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SAMUEL FINDLEY, EDITOR.

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PESTALOZZI AGAIN.

BY C. R. LONG.

(Read before the Wisconsin Teachers' Association, Dec. 28, 1885.)

Can we tell this story of Pestalozzi too often? He is the *hero* of our—calling. To him we owe popular schools, on humane, scientific principles, and all modern institutions rest on the school. Through him pedagogy became a science, and teaching an art, though little he proposed was new, and all he attempted failed.

The conditions of Pestalozzi's life gave promise of the heroic. The Pestalozzis were Huguenot refugees, from Italy. He spoke the thoughtful German. He grew up amid the Swiss. The spell of the Alps was on him. Left at six to the care and sole society of "the best of mothers," hence to his own impulses, he became a dreamer, and a bundle of nerves, but was saved from warping and debasing influences. In Zurich streets and his grandfather's parish, the sensitive, thoughtful, conscientious boy observed the hopeless degradation of the poor, and the insolence and riot of the rich. Nearing manhood, his fancy was caught by the style of Rousseau, and his zeal kindled by that writer's pictures of the woes of Europe, his arraignment of existing institutions, and his plea for general education and suffrage.

Young Pestalozzi prepared for the ministry. That he might more

directly aid in reform, he turned to law, only to find law the chief *hindrance* to reform. When he read *Emile*, the contrast between the ideal education there outlined and the schools he had known moved him so deeply that his books were thrown aside, his manuscripts burned. He fled to the country, the refuge of the disgusted, and by 1775 had failed utterly at farming.

Pestalozzi was now twenty-seven. He saw confusion on every hand. Louis XV had died the year before, having impoverished France, lashed the *canaille* to madness, and prepared the guillotine for his successor. America was in open revolt. Nowhere were the people quiet. In Scotland, one was coming into notice, who should set to music the cry of the age,

"A man's a man, for a' that."

Pestalozzi believed that the only hope of society was in a universal lifting up to self-dependence and intelligent views of life; that the only way to root out the evil which filled every land, was to sow the seeds of good. In the schools about him there was no development, no research beyond thus saith the book. They drawled empty words and "screeched" the Psalms, after the master. Liberty was impossible while the very schools were lessons in tyranny, and groveling, and rebellion. Kant said they needed, not reform, but revolution.

With Pestalozzi, to believe was to do. In his beautiful villa, Neuhof, he opened a school. There were 50 pupils, beggars, many of them, who came to be fed and clothed. They worked in the fields in summer, and at spinning and weaving in winter, giving part of the time to study and class drills. But there were fatal faults in both master and material, and despite his ardor, toil, and privation, in five years he had failed again, was bankrupt, despondent, almost without friends. Cheered and re-assured, however, by his noble wife, whose ample fortune had gone up in smoke, as he said bitterly, before the year ended he wrote "The Evening Hour of a Hermit," setting forth his ideas, and containing the germs of modern pedagogy. Except in spirit and scope, they suggested Rousseau, and he has been called the father of the developing education. Let us say, rather, that he inspired Pestalozzi.

The next year, 1781, he wrote his great work, "Leonard and Gertrude," a story, sketching the mother, the home, social relations, and early education, as they were and as he would have them. The effect was wonderful. Letters of thankfulness, congratulations and *offers* came from every side; but for 17 years, strange to say, he stayed on his untilled farm. The agricultural society of Berne sent him a gold medal, and he sold it to buy bread. Still, the fire on the altar

did not go out. He wrote, at intervals, of the distress of the time, of errors in education, trying to make clear to himself and others the means and method of remedy.

In 1798 the French laid waste Unterwalden. Orphans wandered about, destitute, wretched. Pestalozzi was about to open a school in Argovia, but his great, tender heart was touched, and he went to Stanz instead, gathered 80 of the most neglected into an abandoned convent, fed, clothed, and taught them. It was a hopeless undertaking. The building was made a hospital the next year, or he would have failed again.

Going now to Burgdorf, he was associated with men who could execute his plans, put them in systematic form, and explain them. Here was written "How Gertrude Teaches Her Children," a book for mothers, at least in name, though it bore the burden of all his works, the burden of his life. In it were set forth very clearly his aims and plans.

What, now, *were* the tenets of the faith, for which this Swiss prophet gave up cultured leisure, "lived like a beggar, that he might teach beggars to live like men," struggled and suffered for half a century? Fortunately, Pestalozzi knew little of pedagogy. He studied the *child*, and seems to have read him with inspiration. Approaching his subject thus unbiased, and with his rare genius, he discovered the laws on which rest the methods of the best schools to-day. Briefly:

The nature of man, and what each child is and knows, must determine what and how he shall be taught.

This nature is organic; a unity, consisting of faculties developing in regular order.

All true education consists in developing this nature, slowly, harmoniously, beginning in the home, and from the cradle.

This development must precede all special training. The object is not knowledge, chiefly, but power and skill.

The faculties develop through self-activity. The duty of the teacher is to remove obstacles to their spontaneous development, and to stimulate.

This activity begins with perception, with the simple, the near at hand, that is, with object lessons, leading thence to the synthetic, to generalizations.

The means of development are form, number, and language. On this fundamental doctrine, Pestalozzi seems not to have been clear, at least in his exposition, but in his discussions of form he brought out drawing, and inventive Geometry, and reduced writing to a system.

He recognized a moral element in man's nature, which he would develop in the same way, from within.

In discipline, he would win the love of the child for the teacher, his friend; which leads to patience, obedience, justice, liberty, and an ideal school. None of these, perhaps, was for the first time suggested by Pestalozzi; but they were by him more clearly seen, definitely stated, and *put to work*.

The school at Burgdorf prospered, and grew famous, but the castle they occupied was taken from them, and they went to the monastery of Buchsee, then, by invitation, to Yverdun. Here, with 200 students, young and old, from every quarter of the globe; visitors of every rank, and from every country; letters from every land, asking for advice, or for teachers, or conveying congratulations, or gratitude; 15 teachers, each after his special talent, working out some theory of the master's; Pestalozzi seemed to have triumphed at last. He had not. There was the same lack of tact, of method, of business capacity, as at Neuhof and Stanz. Bitter enmity developed among the teachers, and 12 left at one time. Finally, in 1825, fifty years after the opening at Neuhof, Pestalozzi was again overwhelmed with failure, and this international normal school at Yverdun was broken up. He said it was like death to him.

And yet he *had* conquered. Teachers, students, visitors carried his plans everywhere. The reform was accomplished. Pedantry, dogma, verbiage, and fear were to be banished from the school room. Zeller, a pupil, was made High School Councillor of Prussia. Judge Von Turk, of Potsdam, gave up his position, and went to Yverdun to learn to teach. Dr. Mayo, of England, was at Yverdun, and he and his sister introduced Pestalozzi's ideas into the Home Society's School in London. Horace Mann, of Boston, and Victor Cousin, of Paris, visited Von Turk's school at Potsdam. Mann, who carefully studied the schools of Prussia, aided by Lowell Mason, who twice went to Europe to study Pestalozzi's method in vocal music, and afterwards by Sheldon, planted the new education in America. Cousin and Guizot induced the French to adopt from England and Germany the plans which Pestalozzi had presented to Napoleon thirty years before, but for which the Little Corporal had no time. So it spread—to Italy, Madrid, St. Petersburg, everywhere, the prelude to the 19th century.

"All this was done by love," was his own explanation. He had the faith which removes mountains—he moved continents. Amid the desolation of the 18th century, his voice was heard, crying, "And the paths are being made straight."

WHAT IS A DECIMAL?—A SUR-REJOINDER.

BY W. W. ROSS.

I have read with interest the able metaphysical argument of Dr. White in the April number of the MONTHLY.

We still venture to think that the grounds taken in our former article, that the adjective terms decimal and duodecimal, in their accepted use, have grown very largely out of the notation in figures, the substantive terms decimals and duodecimals, almost exclusively so, and the term common entirely so, and that definitions of these terms should be based accordingly, remain untouched.

There is a realm of pure fractions, or fractions considered as abstract entities, there is a corresponding realm of fractions expressed in words, and still another realm of fractions expressed in figures, or notated fractions, the only practical difference being that the "*expression attribute*," which was potential in pure fractions has become actual in the case of fractions expressed in words or figures. The "*expression attribute*" which was *in posse* has become *in esse*.

Whatever metaphysical difficulties may resist the attempt to span the chasm between pure and notated fractions, and to adjust to them definitions by virtue of the relations existing between genus and specific or differential attributes of abstract number and then sensible notation,—and no one that gives the matter thought can fail to appreciate the difficulty—the world will continue practically to regard the expression of a fraction, as $\frac{7}{10}$, to all intents and purposes a fraction, and to recognize that when $\frac{7}{10}$ and .7 have each been written forty times on the board, there are, in a sense, figurative though it be, forty common fractions and forty decimals expressed, although in another sense in the realm of pure number there may be but one seven-tenths, in the universe, to which the term common and the substantive term decimal would never be applicable, and the adjective term decimal, only in a restricted sense.

If a fraction can be expressed, what is it after it is expressed but an expressed fraction? If it is not an expressed fraction, does it not necessarily follow that a fraction cannot be expressed?

Whatever metaphysical difficulties may apparently or really lie in the way, the world will continue to regard seven-tenths, $\frac{7}{10}$, and .7 as expressed fractions, the last two as notated fractions; they will continue to apply qualifying and substantive terms to these notated fractions that would have little or no applicability to the genus fractions in the realm of pure fractions, or the realm of fractions expressed in

words. They will continue to demand definitions of these terms whose point, whose gist or differentia, shall come from the realm of notated fractions that have given these terms birth, rather than from the domain of pure or abstract fractions where there would be no occasion for their use, and where the terms would be wholly or partially inapplicable.

Whatever metaphysical difficulties may seem to lie in the way of applying a qualifying term to notated fractions, and of defining such term when it expresses no specific attribute of the genus fractions when not expressed in figures, nevertheless, we have such a term in the word *common* as applied to notated fractions, and it demands definition, and the term decimal also demands a definition that shall distinguish or differentiate it from the word common.

How shall the term common be defined? It will not do to brush it unceremoniously aside and say it means *any* fraction. If it means *any* fraction, and decimals are a species of common fractions, the term is an intruder and meaningless, and should be eliminated from use.

To say that a common fraction is one of the common divisions of a unit would be to define it in the realm of unnotated fractions, and the specific term common, would, it is true, in this definition, express an attribute of the genus fraction as pure number. But this definition seems so inadequate to satisfactorily explain the origin and use of the term common as applied to fractions, as we showed in a previous article, that we are driven to abandon it.

We assume that the term common is applied properly to notated fractions only, that this term or its equivalent, *vulgar*, had its birth three hundred years ago, simultaneously with the birth of the term decimals, when the decimal form of notation for the decimal divisions of a unit was first invented and used, both being employed to express peculiar forms of notation, and that definitions of these terms should differentiate them in the domain of notated fractions, the specific attributes expressed by the terms being the forms of notations rather than anything in the genus pure fractions. A common fraction is a notated fraction expressed in the common form by using both terms. The differentia here, I grant, is no specific attribute belonging to the genus fraction as an abstract entity, except as one of the *actual* forms of the potential "*expression attribute*," of pure fractions.

Even if we could succeed in eliminating the term common from all application to fractions, the difficulty is not escaped, for, although in the realm of pure number the term fraction may include the decimal divisions of a unit, the moment we place the terms fractions and deci-

mals side by side, there spring up concepts which involve the notation.

I notice that Dr. White, in denying that such concepts arise in his personal consciousness, uses the adjective term decimal, and carefully avoids the substantive term, as he does, indeed, throughout his argument. The more exclusive application of the substantive terms decimals and duodecimals to notated fractions, as compared with the corresponding adjective terms, is apparent.

Whilst the adjective term decimal has an application in pure fractions, we venture to assert that there is nothing in the realm of pure fractional numbers independent of notation that corresponds to the substantive terms decimals and duodecimals, or to which these terms are applicable.

Is it impossible that a concept should be a "compound entity," that it should consist of an apprehension of the reason as pure number and a sense perception of its notation at the same time? Does not the term *decimal* practically represent such a compound concept, and should it not be defined accordingly?

What sort of a concept corresponds to the term a *steel triangle*? Is it not compound? Does it not consist of an apprehension in pure mathematics, triangle, and its material expression?

Whilst it is not a *species* of triangle as a pure mathematical quantity, is it not a species of triangle materially expressed? Could you possibly describe or define it and make no reference to the steel, the material expression? Would it not be proper to define it as a three-sided polygon, or a triangle made of steel?

Would it be possible to distinguish or differentiate steel triangles and wooden triangles and make no reference to the steel or wood of which they are composed?

Whilst "*boxed trees*" or "*canvased trees*" are not species of trees, could you describe them or distinguish them from each other and make no reference to the boxing or the canvas?

Would it not have been perfectly legitimate to have called fractions expressed in the decimal form *integrally expressed fractions*, because of their notation after the manner of integers? Would not such a term represent a concept that is a "compound entity" reaching out into the domain of both pure and notated fractions, consisting on the one hand of an apprehension of the reason and on the other of a sense perception?

Would it not be perfectly legitimate to define the term *integrally expressed fractions* as fractions expressed by figures after the manner of integers with one term only expressed, thus differentiating them

from common fractions, which are fractions expressed by figures in the common form by using both terms? If it were desired to indicate the kind of pure fractions that are capable of such integral expression, would it not be perfectly legitimate to define an integrally-expressed fraction as one or more than one of the decimal divisions of the unit expressed after the manner of integers by means of the decimal point? The term, decimals, was, however, applied to this class of integrally notated fractions unquestionably because it was capable of doing double duty, indicating on the one hand the divisions of the unit in pure or abstract fractions, and on the other the integral notation in figures.

A definition of the term decimal should be made in view of its double office.

Simply to define it as one or more than one of the decimal divisions of the unit would differentiate it from the terms binary, quinary, &c., in a conceivable classification based on the division of the unit. The specific or differential attribute here would be an attribute of the genus fraction as an abstract entity, but this would not differentiate it from the term common, nor would it convey any idea of the *integral expression* which we affirm is inseparably a part of the concept called up by the substantive term decimal, and to most minds inseparably connected with the adjective term decimal, as applied to fractions.

Incontrovertibly, the term decimal in both its adjective and substantive use has more or less to do with the garb, the clothing, the expression of your pure fraction, like the steel in your steel triangle, or the boxing in the "boxed tree," and you can no more define it and give clear conceptions of its meaning and ignore the expression than you can define a steel triangle and shut your eyes to the steel, in other words, to the material expression of your pure mathematical quantity.

The mind always clothes the figure of a triangle drawn on the board with every attribute of a triangle as an abstract entity, although it may not in reality possess a single one of its attributes; the mind always clothes the expression of a fraction, as $\frac{3}{4}$, with all the attributes of the abstraction it symbolizes.

It will always continue a more tangible entity to most minds than the pure fraction it represents.

For ourselves, we must say that we have never been conscious of any evils arising from the close association of figures and the pure numbers they represent in the minds of pupils, or from the confounding of one with the other, if that were possible. The work of arithmetic must necessarily be in the domain of expressed number. It is in a marked sense the child of the Arabic notation, and has almost exclusively to do with notated number.

Shall we gain anything by going far out of this domain in our definitions? Shall we escape a single difficulty or dilemma?

Is it not possible in arithmetical definitions and rules to sacrifice simplicity and definiteness, and even clear conceptions, on the altar of metaphysical accuracy, and thus to mystify and confound rather than to make more clear? If, perchance, the *metaphysical sense* and the world of *common sense* should be at war, which must give way?

Fremont, O., April 25, 1886.

THE "DONNYBROOK FAIR" AGAIN.

BY GEO. W. WELSH.

Mr. Vaile, in his reply to my communication entitled, "Higgledy-piggledy," says: "My friend Welsh recites a very telling story, entirely too telling, it seems to me, for his purpose. He will admit I know that it shows the utter unfitness of that justice of the peace for the office." You are mistaken, Brother Vaile; I am *not* willing to admit that the higgledy-piggledy condition of that justice was necessarily evidence of his unfitness for the office he filled. He may have been thoroughly competent to render a wise and righteous verdict, in accordance with the evidence and merits of the case, and probably would have done so had he not been compelled first to listen to the sophistical and contradictory harangues of the attorneys. A trial before a court should be a place and proceeding to arrive at the truth, but the freedom given to wily lawyers too often makes it a place to confuse juries and suppress the truth. As the minds of courts and juries are often muddled by the illogical reasoning of attorneys, so many teachers otherwise competent to do good work, are often confused and led astray in their methods rather than benefitted by much that is published in some of our school journals.

Mr. Vaile says, "The great mass of our teachers want to be told 'just how to do it,' and to be saved all the trouble of thinking or investigating. 'Intelligent guidance and assistance, to be acceptable to them, must come in pleasant doses, ready to be taken without shaking.'"

There doubtless are such teachers—more than there should be, but to say that the *great mass* of teachers want "to be saved all the trouble of thinking or investigating" is a rather strong assertion, and anything but complimentary to the thousands of *earnest, studious* and

thinking teachers now in our schools. Of what Mr. Vaile says on the subject of examinations, I can endorse the following:

"All the sentimental and other nonsense which is uttered against them is not by any means to be endorsed. I believe now as thoroughly as I did ten years ago that examinations and percentages have their legitimate uses. Against them in the abstract I make no protest. It is against the abuse of them in actual practice that I contend."

What is this so-called abuse which Mr. Vaile so vehemently decries? It is this: Most principals and superintendents from time to time submit tests to the pupils under their charge, on the work expected to be done, and on the results of these tests is based in part the promotion of the pupil. Of this Mr. Vaile says: "In schools manned by teachers who are recognized as competent and earnest, I contend that a superintendent or principal, who, day by day has discharged his duty, has no business to apply written tests." This may not be nonsense, but it certainly is sentiment without substantial basis. In the schools with which I am connected we have three general or test examinations each year, one at the end of each term. For these examinations the superintendent furnishes the questions. In each branch, by the side of the grade received on these examinations, the teacher places such a grade on daily work and recitation as in her judgment the pupil merits. These two grades are averaged and this average is the pupil's standing for the term. On the averages obtained in this way our promotions are based. With us there is no demand for "school reports and other books containing examination questions," no "system of operations by which teachers fortify their pupils against having novelties sprung upon them in the final ordeal," because no novelties are ever sprung upon them.

We believe in written test examinations and require them to test the pupil's knowledge, to cultivate the power "to shape and arrange his thoughts," and to cultivate the habit of telling well that which he knows. Notwithstanding Mr. Vaile's assertion to the contrary, I still think a "fair reading" of Mr. Fitch's lecture on examinations will produce the impression I wished to leave. Grade examinations of *children* from 6 to 14 are manifestly in the author's mind. He uses the terms *boy*, *child* and *children* throughout the chapter.

We quote again from this author as follows:

"Written work will call out qualities which could not be revealed by *viva voce* questions. The oral examination is good for intellectual stimulus, for bracing up the student to rapid and prompt action; for deftness and brightness. But oral answers are necessarily discontinuous and fragmentary. The pupil receives help and suggestions at

every moment from the play of the teacher's countenance, from the answers given by his fellows. Whatever of unity and sequence there is in the treatment of the subject is the teacher's work, not the pupil's; and until you subject him to the test of writing you have no security that he has grasped the subject as a whole, or that he is master of the links that bind one part of that subject to another."

Mr. Vaile's plan to put promotions wholly in the hands of the teachers would be unsatisfactory to patrons, to pupils, and to most teachers. According to his theory a master mechanic in a manufacturing establishment should plan and lay out the work for the workmen, and he might look on occasionally as the work is progressing, but he must not examine the article as each workman completes his part of the work. It must go from the worker in wood to the worker in iron on the recommendation of the worker in wood, and from the worker in iron to the finisher on the recommendation of the worker in iron. For the master mechanic to examine the work before it passes from one class of workmen to another, or is pronounced finished, would be a "dwarfing and deadening process." True, the master mechanic is familiar with *all* the various processes necessary before the machine is complete, and is held responsible for the success of the establishment, while each workman is familiar only with his part of the work. For these reasons it seems wise that the master mechanic should have something to say as to when and on what conditions a piece of work is to pass from one class of workmen to another.

Mr. Vaile says, no; such a plan is tyrannous, stifling, dwarfing, deadening.

Lancaster, O.

THE PEDAGOGUE'S QUERY.

BY R. H. KINNISON.

(Read Before the Huron Association of Teachers.)

The gender of pedagogue gives me great liberty of application, otherwise the above subject might prejudice some against a fair hearing of the paper. To set at rest any who may still be in doubt, I will say that the query I wish to propound is not one that may make some of your fair readers wonder how long it will be till the cares of the school-room can be exchanged for that domestic bliss which to some is so elusive, I think for no other reason than that the questioner is a *teacher born*, foreordained, and predestined to remain in the work till Time

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shall silver her hair in noble service, nobly done. Neither is it the query of some perplexed superintendent as to how long he can keep Cupid, in the shape of a wingless "six-footer," from carrying off one of his other good teachers, not so foreordained and predestined as above. Nor is it as to how long you may be wanted in your present place, or what the people think of you and your work, or what you can do with that terror of a boy or that vixen of a girl.

No, none of these questionings, but simply the query, What shall we do about the "New Education?"

It is not my purpose to try to explain, or to discuss this new departure in school work, except incidentally in connection with some queries about it. We take it for granted the readers of the MONTHLY know what it is, for an hour's reading in any live educational journal will convince any one that there is a new way, and that it is growing in favor. Still further professional reading would also give one an insight into its nature and its scope.

What shall we do with it, is the question. How much can we use it, situated as we are in our schools, organized and managed as they are, with our present appliances, with public sentiment as it is, with theories and plans of our own, learned from personal experience, or which have been suggested by those wiser than ourselves.

In the first place, the "new way" is radical, and its adoption would be a displacement of old plans and theories; for one disciple of Col. Parker says it does nothing if it does not destroy the old routine of the schools; that all the dry, dusty abstractions of the books are swept away, and that the rule of Comenius reigns instead, viz: "Things that have to be done should be learned by doing them." Still another disciple thus gives the difference between the old and the new way: "The old system sacrifices the schools to the teachers, while the new system sacrifices the teachers to the schools."

Now, it has been thought that there were teachers even in the old way, who were for about ten months a year, making at least a partial atonement for a large part of the ignorance of a community. But the query still arises to those of us who have not yet been sacrificed, how soon and in what way shall we immolate ourselves for the good of the schools? How shall we begin the offering? How far can we go in and of ourselves, how far permitted to go by existing supervision, text books and courses of studies? Questions, these, easy to ask, but who can answer them?

Now, a word as to this foundation rule of the *new* education, though its author lived 300 years ago, that things which have to be done

should be learned by doing them. As an example, how shall we apply it in primary reading, beginning work ?

No doubt that many teachers this year in Ohio, authorized by the state to teach reading, have used the old a b c method with their beginning classes. But the new education says this is a plan utterly opposed to a mental law about which there can be no dispute. The new way would say: Teach the child to read by having him read—that is, from the very first day he should do or try to do that which he is to learn to do. But the letters are before the child and before the new teacher. Just when to begin their use as *letters with names* and how far to go is the query with many. Does phonics solve the problem of teaching primary reading? The authors of our primers, primary readers and charts hint as much by their constant use of diacritical marks, even in first lessons. But how many teachers in our ungraded, even in many of our graded, schools, use wisely, if at all, these helps in primary reading? If the a b c method is the barbarous one, as the new education calls it, then there is much of philistinism in Ohio school work.

Surely the wide-awake teacher need not be in doubt, if from no other help than personal experience, that the phonic and word methods, wisely combined, lie at the foundation of teaching a child to read. Readers, charts, spellers, and dictionaries, all are eloquent with the sounds of our alphabet. Yet, how much are they made a study in the average school?

Again, how shall we teach language, or as the old style pedagogue would call it, grammar? By the disciples of the new way, teachers are called unscientific, or rather, *ab-normal*, who try to teach the proper use of the English language by rules, definitions, analysis, diagrams and parsing.

But how natural that some teachers should ask: How much are we to be blamed for such technical work, when, in the hands of our pupils, are text-books on grammar, replete with technical work to be learned in just such a time, subject at the close to an examination on just such technical work? "Why should it not be taught?" again asks the teacher whose authority to teach English language, is shown by a grade of nine correctly answered questions out of ten, on grammatical rules, definitions, parsing, etc. If this same teacher attends an institute, the average, well-paid instructor grows eloquent in daily lectures to a hundred teachers on the best methods of teaching technical grammar. Now, after reading in the new education that technical grammar, as such, like physic, should be thrown to the dogs, instead of to the children, the query naturally forces itself to the front,

and the teacher naturally asks, How, then, shall I teach grammar, so as to get the best results both for primary and advanced pupils?

Again, as to the new way of teaching geography. If the kitchen molding board is a much *needed*, yes, an indispensable implement in the hands of a *well-bred* housekeeper, no less is the geographical molding board in the hands of the new science teacher.

His description of its manipulation before twenty enthusiastic pupils and as many even more enthusiastic visitors, almost induces the reader to believe that the molding board and sand pile would be good altar-making material for the use of worshippers in their offering of incense to the new education.

This is no disparagement of mine to the noble-minded workers, who in time will surely clear our educational field of much of its rubbish and fit it for better and more natural growth.

I am trying to voice the thoughts of a great many teachers on this new way of teaching geography,—who wonder how much it can be used in connection with the text-book whose thousand and one things to the page perplex even faithful pupils. The world, as dished up in the modern geography, is rather large to give in homeopathic doses on a molding board, beyond a few lively object lessons for primary pupils.

In theory, the teaching of geography by sand molding and excursions into surrounding woods and fields, "to list to nature's teaching," is very poetical, very pretty; but in practice, outside a few drill exercises in normal schools, this kind of work, I fear, is held in narrow bounds by even the best teachers.

Again, as to numbers, how is the new education to help us? I say numbers, for in the new science, arithmetic has been re-christened; the old name is dropped. One, in advocating the new way, says "We vainly give children a knowledge of numbers by teaching figures, the signs of numbers. We cram our victims' minds full of empty meaningless words and signs, instead of inspiring and developing them by the sweet and strong realities of thought. This futile struggle to do things by doing something else is to-day costing the people of this country millions and millions of hard earned dollars. And it is much to be feared that it will one day cost their children the blessings of a free government." So much for the arraignment of the old by one who would ring in the new. If all this be true, well may the conscientious teacher ask—" 'How in Heaven's name', or Col. Parker's either, can I so teach numbers as to help avert the direful result as depicted above! I love my country and don't wish to see her counted out by any false teaching of the multiplication table."

Beyond a limited use of a few sticks, pebbles, pieces of crayon, and movable number charts for beginners, and the manipulation of a few common substances to illustrate to older classes the use of the tables of weights and measures, how far can we go in this object teaching in numbers? Beyond this, must not the child find that there is no royal kindergarten road to an easy mastery of arithmetic and algebra? Must he not soon begin to reason, to draw conclusions, through the medium of given conditions, expressed by words and figures? Some of the processes will be purely analytical, while others, for all practical purposes, will be mechanical. The clear-headed, tactful teacher, even of the old school, has known how and will still know how to guide pupils in such work so as to have them secure good results. We have had in the past and will continue to have in the future thousands of practical, even eminent mathematicians, as shown by the thousands of successful business men—and *authors of new arithmetics*. But according to the new method, or at least some of its zealous advocates, we are on the wrong track. Most reformers are nothing if not radical.

“The old is *all* old and effete,—

The new is *all* new and complete.”

This is right, if the reform be genuine. But reforms move slowly, and in the meantime the great bulk of the world's work is being done by conservatives, many of them honest, still more of them ignorant of the nature or the necessity of the reform. So stands this great reform in education in its relation to thousands of faithful but conservative teachers. In what I have said I have tried to sketch the average teacher in his relation to the new education. Do not understand that I have tried to outline other than a few salient features of the new way—and these incidentally, while considering some queries about it. Many teachers do not understand it, are not in sympathy with it because not understanding it, and because it implies innovations in their own methods, methods long approved by common usage, and from which they got their pedagogic bias. Alas! that some teachers are cut on the bias. But such prejudiced views about a great question like this will not lead to truth, and truth must lie at the foundation of any science. That there is a mental and a moral science all must admit. And who stands so nearly related to these two sciences as the teacher? The average parent does but little toward the mental training of the child, while the pastor does even less. This work is left to the teacher, but while doing it, the child must be governed if need be, and this implies moral training. Shall the teacher do either blindly or carelessly? Alas! that there is so much ground for com-

plaint in this direction. Who more than the teacher needs to understand mental and moral science in their relation to the development and culture of the children entrusted to his care? The query then of how we shall consider the New Education is not wholly unanswerable.

In the first place, we should recognize the fact that there is such a movement, and that it has come to stay, and to grow. In the second place, we should cheerfully—yes, eagerly, investigate it; know the principles upon which it is based and as far as possible work in harmony with them. The hard-worked teacher, yes, and the lazy one, asks—When, how, and where? I answer—in leisure hours, by study, and in the daily work with your pupils. The teacher directly serves the people, indirectly, the state. The latter gives him professional standing by certifying his fitness to teach.

Since he thus seeks and secures public recognition as an instructor of youth, whether in graded or ungraded work, as primary, grammar or high school teacher, principal or superintendent, he is in duty bound, within reasonable limits, to fit himself for the best professional work. If the new way of teaching reading is better than the old, know it and use it. If your own experience proves to you, as it should do, that the technical work alone of the grammar does not facilitate language growth, correct speech, easy and natural composition, then while you cannot drop the technical work of the book, do in the name of some good reformer, vivify the technicalities, breathe on the dry bones and give them life, supplement the book with daily language work, again and again repeated, written and oral. Seek for and use the best helps in language work. If in geography the new way can be made helpful, by object or kindergarten methods, use it. But in the meantime, remember that, other things being equal, the teacher who is best read in current history, travel and biography, will best teach the subject of geography.

As to numbers, there should be less complaint than there is, that pupils leaving our schools, after years of study, show so little independent thinking in the business applications of arithmetic.

If this be true, then put business into the arithmetic work. Make the work more concrete, with results obtained more from analysis and less from formal rules. If there is a science of education, at least try to teach in accord with its principles. If the old way is good, use it till you know the new is better—but try to know whether it is the better. Have your windows open, if not towards Jerusalem, at least toward professional light. Let it come in; it will be growthful.

Wellington, Ohio.

A SUMMER SCHOOL.

BY EMILY F. WHEELER, ATHENS, OHIO.

Now that the season of summer schools is upon us again, a few notes on one attended last year may be in order,. It is often doubted whether, for the tired teacher, a vacation so spent is advisable; but since just these overworked and tired ones are they who most often fall into ruts, and since change of work and fresh inspiration in it are invaluable to them, the doubt is overbalanced. It is plain, since with every year their number increases, that they supply a want; and though still only a small proportion of the thousands of teachers attend, that proportion gives them a large constituency. It is characteristic of American thrift that, given a lovely summer resort, they add profit to pleasure by opening, presently, a school of art, or language, or science. You hear much, in the circular, of the charms of the place, its healthfulness and cool air; you are promised excursions on Saturdays and receptions Friday evenings, and lawn tennis and boatings all the long summer afternoons. You say to yourself that you can have a good time and learn something besides. In actual experience, if you learn much the good time falls into the background for the tired teacher. When she is out of class she is studying or nursing a headache. One says "she," for to one man in these schools we must count thirty women, and the few men who come have not much conscientiousness in improving their privileges. It follows that in class or lecture, the audience is almost entirely women, and that again is very American. There is, when one thinks of it, something peculiar in this assembly of old maid school ma'ams, with their quiet, keen faces, their independent air, their simplicity of dress, touched here and there by a little vanity of hats and ribbons. Now and then one sees a younger face, but plainly most of them lead a monotonous and hard-working life, are used to taking care of themselves, and, judged by their looks, are by no means soured by their fate. Content and cheerfulness is the note of the majority, and with that, an eagerness to learn, an enthusiasm to test new methods, which speaks well for their devotion to their chosen work. On the whole, they made an intelligent audience, and the lecturers did not seem to condescend to them or to humor the supposed feminine preference for something agreeable rather than the truth.

All summer schools are much alike. The one here noted is Dr. Lambert Sauveur's, held last year at Burlington, Vt., and in its faculty and range of work standing easily at the head. If one judges by this

then, one can see the faults and merits of the scheme and the system of teaching employed. Certain points in the arrangements are worth noting. Having registered and paid the fee, all classes are open to you, and no one questions as to your fitness. This has disadvantages, of course. The classes are mixed, and the popularity of the professor influences their numbers. They are, besides, a floating constituency, many changing from class to class, to watch in turn each teacher's methods. There are no personal relations between class and professor. He does not know their names or needs or abilities, and six weeks is not long enough to find them out. There are there before him 30 to 60 persons, and a lesson has been assigned. But one is under no obligation to get it, and indeed, with classes from 8 A. M. to 4 P. M., one has no time. The professor hardly expects it. He does not hear the lesson; he gives a sort of lecture on it. The prohibition of English aids in giving him the floor, since if you must state your doubt or question in French or German, you will usually not state it. There is hence a certain superficiality in the work. The professor reads the play and criticizes, or he asks the class to read in turn, correcting now and then a specially bad pronunciation. It is never translated. "You understand?" he asks, at the hard places. What use to say "no," when the explanation given in an unfamiliar tongue will only darken counsel with words without meaning to you? You mark the hard line to be looked up at home, or you ask your neighbor, who not being under oath as to the Natural Method, tells you in plain English. Judged by their reading, the class often did not understand. And even sometimes when with sincerity you say you understand, translation would show you did not. The professors had at times a look as if they felt this; but only one ever pressed the point into English in any class I attended. This was the Spanish teacher, and the curious fact was that usually part of the class had it wrong. Once we fell foul of the fable of the Raven and Peacock. After long descriptions and repeated assurance from one student that he understood, she said,—"Tell me in English." "It's the blackbird and the bird of Paradise," was the confident answer. So, in elaborate pantomime, a German professor explained one day the word *einladen* (invite), and when he paused, the class in chorus, announcing their comprehension, the lady next me whispered, "Tell me,—is it to load up something?" One professor assured us we must guess,—guess a great deal, but be careful to guess right. Now in language a clever student may be able to guess right four times in five; but the fifth time he may be trusted to blunder badly. One day, after a lecture from Dr. Sauveur on "*Merimee Lettres a une Inconnue*," I heard

one of his hearers characterize it to a friend waiting outside as,—“Such a charming lecture about—about an unknown’s letters to a lady,—or a lady’s to an unknown,” she didn’t know which.

The professors were scholarly and well equipped; but one noticed with a certain surprise that what might be called the literary and philosophical classes were not popular. The Middle High German counted six or eight faithful ones; the class in French etymology and historical grammar, taught by Dr. Sauveur, dwindled painfully after the first fortnight. Perhaps the system itself,—the Natural Method,—laying such stress on the spoken tongue, makes the average teacher feel that facility in talk and ease in pronunciation are all that is needed. It is a painful fact that in many fashionable girls’ schools,—so Dr. Sauveur assured us,—a Paris chambermaid would be preferred to the best trained American lady. We place an exaggerated value on a good pronunciation, and too often sacrifice to it that higher training in language and literature which only a scholarly teacher can give.

Recitations seven hours a day, conversational circles put in where room could be found, and at 8 P. M. each day, a lecture. It was really too much; the temptation to overwork was too great. But the lectures were not to be missed. They were chiefly literary, semi-biographical and critical; and one suffered a good deal from the lecturer’s enthusiasm which inclined him always to praise his author at the expense of all others. English literature fared particularly hard at the hands of Dr. Sauveur. George Sand was, to his mind, infinitely superior to George Eliot, and DeMusset a much greater poet than Tennyson, who could only write “pretty verses for the English muses.” Once he smilingly assured us that in America we had “no literature, no theatre, no art worth naming, and no standard of criticism, since we had no Academy.” But it was useless to take Dr. Sauveur too seriously. His lectures were improvisations, exaggerated in their praise and blame, sometimes brilliant, always piquant and amusing. But of one thing we did complain. Lectures on modern French literature were promised for the special direction of teachers on lines of reading, but the course limited itself to Sand, Hugo, Michelet, DeMusset and Merimee; and even on these his treatment was superficial, recommending nothing which the ordinary French teacher should not already have read. Modern literature to him apparently stopped with the Second Empire, and we were even told that now-a-days no one in France could write French, that it was, of late years, impossible to read the “*Revue des Deux Mondes*”—that in brief, the language and literature which has come in in the last twenty years with every indication of future supremacy, was barbarous, ungrammatical, un-

worthy our notice. But the worst thrust to our pride was given by a German professor, who, lecturing on Faust, quoted as serious criticism that very uncritical remark of Grimm, characterizing it as "the greatest poem of the greatest poet of all nations and all time." The bewildered audience, doubtful whether their ears had heard aright, only recovered breath after the lecturer had left the platform, otherwise some one would have spoken in meeting. Quite as enjoyable as the lectures were the weekly "readings" of noted French and German works.

The Natural Method, of which so much is made in these schools, means the use only of the language taught in the class-room, no translation being allowed. On the face of it, nothing can well be more unnatural, since it reverses the rule of proceeding from the known to the unknown, plunging the student at once into a sea of strange words. Having learned in childhood a set of words for concepts, he cannot simply translate these names, but must go back to the beginning and guess the new names from the teachers' pantomime.

Yet, a summer school has the advantage that few of the pupils are entirely ignorant of the language they study. Of absolute beginners there were almost none last year, though there were many who called themselves so because they had studied but three, six, perhaps nine months, by the old methods. They knew something of grammar; they had a small vocabulary; but they were beginners in the sense of having untrained ears. A summer school where, if they wished, they could hear the new tongue five hours a day, was calculated to train their ears rapidly; and for those more advanced the advantages were equally great. One may read and translate with ease, and be brought to dire confusion by the spoken tongue. This seems to me the great advantage of the summer school and a sufficient reason for its success. No such training is possible in an ordinary school; even a summer abroad would not give as much. And the concentration of one's attention for four or more hours a day on one language, should make the six weeks equivalent to a year's work in school. In actual hours it is nearly the same. But it is not fair to give the glory of the pupil's progress all to the Natural Method. The same concentration by the old methods would produce large results. This is not the place to discuss the merits of old and new. But it must be said that by the results attained, when applied 45 to 60 minutes a day, four days in the week for a school year,—by these, the Natural Method must be judged. It has now been fifteen years before the public, and a consensus of testimony, not from enthusiastic specialists, but from ordinary teachers who faithfully try it, is needed to settle the question.

That we ought now to have. "Conservatism goes for comfort; Reform for Truth," is the familiar quotation found oftenest on Dr. Sauvœur's books and circulars. But it by no means follows that reform has all the truth on its side. In the discussions of the method we heard among the teachers at Burlington, few were enthusiastic as to its success when closely followed; but all were agreed as to its merits as an aid to the old. And so all teachers and students of language who have the time and strength, are recommended to the summer school. They will get hints on teaching, suggestions as to private reading, valuable training of the ear, and above all, new inspiration from admirably equipped professors whose enthusiasm may well be contagious. They may form valuable friendships, enjoy much outside the class-room, and they are certain to remember pleasantly a summer so spent.

LETTER FROM CHINA,

Dear Editor: Your kind letter was received some months ago, and I should apologize for not responding sooner. An attack of cholera, in November, kept me from work nearly a month, since which I have been trying to work my way out into a clear place,—have not found it yet, however—so that it has been impossible for me to write sooner.

Our school year in Foochow is divided into two terms. First term begins in September and closes shortly before Chinese New Years. The second term, after New Years until the latter part of June. Chinese New Years in 1885 of our year, came Feb. 15th, in 1886 came Feb. 4th.

Our second term began Chinese 1st moon, 15th day, or Feb. 18th. Our school is a girls' and women's boarding school. The enrollment is fifty-five. We have room for but sixty, and that number will soon be in, as other applicants have been accepted, and are to be here in a few days. There are ten or fifteen names on the applicants' book, waiting for vacancies.

Any one entering the women's school is entitled to a three years' course of study, purely Christian books in the classical character.

In the girls' school there will be, when we get it thoroughly reduced to the system in our minds, a course of about eight years, embracing Christian books, Chinese ancient classics, mathematics and some

other western studies, English elective, vocal and instrumental music, latter also elective.

In connection with our work we also have girls' day schools. These are in the villages and cities of the province. Last year the number of such schools was twenty-two. Then at Hing Hwa we have a women's school, and at Ing Chung another. These are several days' travel from F. C., or according to the mode of travel here, from New York to San Francisco. The trip across the continent would indeed be far preferable to going to Ing Chung, as to time and comfort. We are expected to have general oversight of all these. Now just imagine two Ohio teachers coming here among a strange people who speak a strange language, with a school house and a school waiting for them; a boarding school in which temporal, physical, mental, moral and spiritual wants are all to be looked after; the new language to learn, and shortly after coming, all these day schools to be looked after, and plans laid for their improvement; then these two schools for women at these remote places. Besides this, their own home to be looked after, and other church and missionary work, receive Chinese visitors in their home and in some way give to them some knowledge of the Light. Perhaps if you can take all these things and realize their magnitude, you will know something of how fully the hours, days and months have been filled since coming here.

We have, in connection with our work for women in the M. E. Mission, a hospital for women and children, a branch dispensary inside the city walls, and a large out practice. This medical work is carried on by Miss Kathe A. Corey, M. D., formerly a successful teacher in Indiana, and now a very able physician.

In our mission for boys there is a theological school, boys' boarding school and the Anglo-Chinese college. A large printing press furnishes books and periodicals, not only to this province, but to the whole empire, more or less. The conference territory is divided into six presiding elder's districts. In each of these there are many day schools for boys. Our entire working force last year was four gentlemen and their wives, one gentleman whose wife died in China, and three young ladies. Now do you think we were not busy? Will you think it strange that we do not advance much in the lines of education we pursued in America? Will you wonder if from this constant use of Chinese, we get our English sentences twisted sometimes?

In all departments our work is prospering, and never in the history of our schools did the enrollment stand as high as it will stand this school term.

Another time I will tell you something of how *our* Chinese schools are carried on, and of the genuine *Chinese* school, as it exists.

I attended the closing exercises of the Anglo-Chinese College, before vacation, and listened to some very good English essays, read by Chinese boys who have studied English but a few years, without the advantage of constantly using the language. One essay I heard with which I was much pleased, was about the Creation,—one of the Chinese theories of it. The theory of man's origin will be interesting to those who are theorizing on the subject. It does not exactly accord with the Darwinian theory, but perhaps it would be as easy to prove the one as the other.

I send it just as it is, and if you feel inclined to criticise the English, consider that it is written by one who has studied English from books, perhaps four years, or the length of time we have Latin in our high schools.

THE STORY OF PWAN KU.

"It is said that at first the heavens were shapeless like chaos. When order was produced the universe came forth, and when the male principle was diluted it formed the heavens, the thick and heavy parts, the earth. From these the Ing Yong were formed; the warm effluence of Yong produced fire which formed the sun, and the cold vapor of Ing produced water which formed the moon.

(The Creator of the world was Pwan Ku, who chiseled the earth into shape.)

Chaos and the dual powers were mingled together like a chicken within the shell of an egg, but when their offspring, Pwan Ku, appeared, they were differentiated.

Pwan means a basin like the shell of an egg, and Ku means solid. This shows how the first man, Pwan Ku, was hatched from Chaos and the dual powers.

Opposite the openings which his powerful hands made, the sun, the moon, and the stars are seen.

His works were continued during eighteen thousand years; the heavens rose and the earth spread out and gradually thickened. Pwan Ku grew in height six feet every day. When his works were done he died. His head became mountains; his breath, wind and clouds; his voice, thunder; his limbs were changed into four poles; his veins, into rivers; his flesh, into fields; his beard, into stars; his skin and hair, into trees and vegetables; his teeth, into bones; and finally, *the insects which bit him were changed into people.*"

LIZZIE M. FISHER.

Foochow, China, March 11, 1886.

TRIFLES.

BY MISS M. J. K.

"Little things on little wings."

Trifles? "Yes; but trifles make up perfection, and perfection is no trifle."

Whether the town mouse or the country mouse runs riot in your school cellar; whether the building is large or small, old or new, handsome or ugly to outside observers; always attempt to have, like the old lady's pastor, a beautiful *inards*. Do no careless writing on your blackboards. Permit no chalk-dust to settle on your ledges. Let no litter of any kind remain on your floor.

If you have time and ability, adorn your walls and boards. If you have not, let *simplex munditiis* be your watch word. Keep your desk as neat as if it were ebony inlaid with gold, instead of old, rickety and battered pine. Be assured that such things will not be lost on your little subjects, and they will soon unite with you in keeping your kingdom both pretty and pleasant.

I often think that frequent visitors are the greatest blessing that a school can have. The knowledge that "A chiel's amang ye, taking notes," will rouse up energies when higher motives miss the mark.

Attention to the details mentioned will soon become a habit, then a pleasure. The children will learn to do likewise. Example is ever better than precept. Besides this, cheerful surroundings have a soothing effect on any one's temper. Kind words and pleasant looks are their proper accompaniments. "Stone walls do not a prison make, nor iron bars a cage;" but dreary, dusty walls, dirty floor and sour looks, can make any schoolroom a penitentiary. Try to make yours so cheerful that your pupils will exclaim, not like the starling, "I can't get out! I can't get out!" but, "How good it is to be here!"

Cincinnati, Ohio.

Intelligent sympathy, what a power it is! Sound a musical note in a room, and the mute string of the piano or harp will vibrate in response. First learn how men feel and what they need, and then speak and act, and the word and the deed will awaken an answering thrill. Jesus Christ moving about in the world and familiarizing himself with all ranges of human thought and emotion, has set the pattern for all those who work in his name.—*Atwood.*

NOTES AND QUERIES.

NOTES ON THE LAST NUMBER.

DEAR MONTHLY:—I have just been reading your May number.

I wish my arm were long enough to reach over to Columbus and pat Brother Stevenson on the back for so completely winding up that Chicago man on the examination question. When I read "Higgledy-piggledy," I was in full sympathy with it; when I read "Higgledy-piggledy Again," I still thought the first expressed my sentiments; and now after reading Brother Stevenson's letter, I am more than ever confirmed in my first opinion. The statements of Mr. Vaile, at the top of page 182, are wild.

"The Margin to a Teacher's Life," by Miss Mc Reynolds, struck a sympathetic chord within me that has not yet ceased vibrating. Outsiders and, I sometimes think, even superintendents do not realize what it costs our lady teachers to succeed. They do not think how the teachers' small wages must be skillfully expended that they may dress becomingly, and fashionably, read intelligently and travel and recreate sufficiently to keep fresh; how tired they become of constant responsibility; nor how disheartened by long deferred plans for pleasure and profit.

That short article by my namesake, from Camden, is very good. He writes to the point, and finds a good many points to write to in a small space.

JOHN E. MORRIS.

Garrettsville, O., April 30, 1886.

ENDORSED.

I cannot endorse too strongly the utterances of the MONTHLY, which teach a higher standard of personal habits for superintendents and teachers. The use of tobacco in its various forms, and indeed of intoxicants, is too common among those who aspire to be leaders in matters of education.

E. F. W.

FROM JOHN DOCET, SR.

DEAR MONTHLY:—I am glad that you look over your Notes and Queries department yourself. In some journals it must be left to some of the hands.

Wishing to add to my stock of information, I have read the N. and Q. of the April number of one of my educational papers, and the net gain is that the Speaker of the House is fourth in the line of Presidential succession; that the earth makes 366 "sidereal *revolutions*" in a leap year; that Paul Denton was a colored preacher; that the causes of ocean currents are definitely agreed upon among scientific men; and that we have the longest twilight in winter. Danger signals should be erected over such bogs of knowledge.

Carter's new *Elements of General History* says: "1777 to 1789 the United Colonies were governed by a plan of union styled *Articles of Confederation*," and that the Federal Constitution "went into operation March 1, 1789, and Ohio was admitted in 1802." Errors, aren't they? Higginson says the Constitution "went into effect in 1788"—a larger sized error—and that New York accepted the Constitution in time to take part in the first presidential election. It might afford exercise for the "boys" of the MONTHLY family, to sustain or overturn these various propositions.

By the way, though this time the printer is at fault, no doubt, the omission of a comma plays wild havoc with a quotation in Lowell's essay on Gray, in the last Princeton Review.

"There scattered oft, the earliest of the year,

By hands unseen are showers of violets found."

Cross Roads, O., May, 1886.

JOHN DOCET, SR.

SCHOOLMASTERS' CLUB.

Michigan schoolmasters are alive to the needs of the hour. An organization has been formed, known as the Michigan Schoolmaster's Club, which meets at Ann Arbor three times a year. This organization is composed of the *young* school men of the State, and has for its object the discussion of topics pertaining to secondary education. The first regular meeting was held May 1, in the University building. The topics discussed were: Secondary Instruction in English, Science in the High School, Psychology in the High School, Mental Training and Moral Training, Methods of Teaching Modern Languages, Educational Value of Greek, Educational Value of Latin, Biological Work in High Schools. In the evening, Prof. W. H. Payne lectured on The Teacher as a Philanthropist.

An extended report would be out of place, but the meeting was a grand success. It supplied a long felt need. No State offers to her citizens higher facilities for culture than does Michigan. Although our country schools are in a condition almost, if not quite, as deplorable as those of Ohio; our village and city schools have received a great impetus from the University. Ann Arbor is an enduring monument to the generosity and practical common sense of the people of Michigan.

Although this club is designed primarily for the *young* men, we found among us quite a number of gray heads, but they are "the boys." "Their natural force is not abated." We find at these meetings an opportunity to discuss a class of topics which can not well be taken up at the State Association or at the superintendent's meeting.

Ithaca, Mich.

J. N. MCCALL.

"IS THAN A RELATIVE PRONOUN?"

1. (1) The quotations from Gould Brown are misapplied, it being made to appear that the author finds an analogy between *as* and *than* as relative pronouns. But there is no warrant for such a conclusion. Brother K. ought to have quoted the following portion of obs. 16, p. 674:

"But, since an express comparison necessarily implies a connexion between different terms, it cannot well be denied that *than* is a connective word; wherefore, not to detain the reader with any profitless controversy, I shall take it for granted that this word is always a conjunction."

(2) The quotation from Pinneo says: "*As* and *than* are sometimes used as relative pronouns, and when they are thus used there may be words omitted;" then follows an illustration: "More than can be accommodated," which Pinneo expands into "More than those are who can be accommodated." Now, who can construe *than* in the expanded expression as a relative pronoun? Do not all speak at once.

(3) Brother K. did not go quite far enough when he quoted from Clark: "The words *as* and *than* are sometimes, by ellipsis, used as relative pronouns"; for he ought also to have quoted: "But, generally, on supplying the ellipsis, we may make those words supply the offices of prepositions or conjunctions."

(4) Dr. W. D. Henkle, "who, without doubt, was one of the finest English scholars of this country, as well as one of the best educators," calls *than* a conjunction in "Not more than others I deserve, yet God has given me more."—(*Notes and Queries*, vol. 4, no. 34, p. 67.) Again, Dr. Henkle says (vol. 4, no. 40, p. 146): "We are not aware that *than* is ever a relative pronoun."

2. Brother K. says: "In this construction in which the predicate of the principal clause is an adjective, *than* is clearly a conjunction," but persists in saying that *than* is a relative pronoun when "the predicate is a transitive verb."

For example, he says that *than* is a conjunction in such a sentence as "His amount of money is greater than mine," but a relative pronoun in "He has more money than I have." Why does he not make the same distinction in regard to *as*, to which he clings so fondly? Indeed, the argument from *as* is foreign to the subject under consideration, since *as*, when a relative pronoun after *such*, etc., is not used in expressions of comparison which are at all similar to those in which *than* is used after comparative adjectives and adverbs. Can Brother K. give us a sentence in which *as* is a relative pronoun after an adjective or adverb in the comparative degree? What would he do with *than* in "He has more wit than wisdom," in which the predicate is a transitive verb?

3. There is a good deal of shilly-shally in this portion of Brother K's article, but permit me simply to reply that "rich" is the predicate adjective of the second member of the sentence "Henry is richer than John is", although John is as poor as Lazarus; and that "old"

is the predicate adjective of the second member of "Samuel is older than Mary is," although Mary has not yet lived a week. (See Abbott's Shakspearian Grammar, paragraph 70, Skeat's Etymological Dictionary, s. v. *than*, and March's Anglo-Saxon Grammar, sec. 262.)

Brother K. also asks me to parse *than* and *whom* in one of the sentences quoted in my reply in the April MONTHLY, but, as the sentences were submitted for his special consideration, I must decline to do so.

With this reply the discussion will end, so far as I am concerned.

Berea, O.

A. M. MATTISON.

"Is than a relative pronoun?" *Never*, in the sense in which *as* is. It may be a *substitute* for a relative, if a word can be a substitute for an omission or ellipsis, and at the same time a subordinate connective indicating comparison. Therefore I wish to add another *amen* to T. D. O's, in the last number. The burden of the argument is *against* "than" as a relative.

E. S. L.

Berea, O.

QUERIES ANSWERED.

Q. 3, p. 138.—Is Mr. C's answer correct? (See page 236.) The World's Almanac for 1886, says: Adolph Deucher is President of the Swiss Confederation. Date of accession, 1885. Term of office, one year.

O. C. B.

Q. 4, p. 138.—T. D. O. seems to take exception to my answer to this query, because, as he says, "in the process of condensation as much heat is liberated as becomes latent in evaporation," (to which I most heartily agree, having considered that fact), and hence, "the general effect of rain-fall is to raise the temperature," as more water falls on a given area than is evaporated from the same area. Now where does the condensation take place; near the surface where evaporation takes place, or in the upper strata of the atmosphere? If in the upper strata (from one-half to three miles), as I hold, do we experience the effect from the liberated heat, to the same effect as we do that of the heat which becomes latent during evaporation, or is it not subject to the laws of radiation, and the currents of atmosphere? The amount of heat in the world is a unit, unchangeable. (?)

"The conversion of vapor back again into the state of water materially warms the air."—Geikie.

Warms the air,—where? Same place that it was cooled by evaporation? or somewhere else?

E. S. LOOMIS.

Q. 1, p. 240.—*How* we teach is more important than *what* we teach. The object of teaching is to develop mental power. What we teach is the means taken to attain it. Pupils are caused to think more—and therefore grow more intellectually—by how we teach than by what we teach. More depends on study than the studies.

Elmore, O.

A. D. B.

Undoubtedly this is a hard question upon which to decide. But I would consider "*how* we teach" the more important because upon this depends the development of the mind. I think all will agree that "*how* we teach what we teach" is the more important.

Gettysburg, O.

ED. RYNEARSON.

What we teach and *how* we teach are co-ordinate in importance; though, in order of time, the *what* precedes the *how*. The *what* derives its consequence from a multitude of conditions; and these are often in combination; e. g., the age, ability, social circumstances, time, means, &c. of the person taught. However, a plan of study having been mapped, in the words of Bacon: "Some books [or other matter bearing upon it] are to be tasted, others to be swallowed; and some few to be chewed and digested."

The *what* having been settled, the *how* determines the difference between the more and less of culture. Upon it depends all that constitutes educational efficiency.

W. H. C. N.

West Richfield, O.

Q. 2, p. 240.—John Quincy Adams belonged to the Republican (the old sense of Republican, *i. e.*, Democratic) party, as did also the other candidates; but his election was a triumph of the Federalists. Ridpath's History considers his administration as being Democratic, or in line from Jefferson; but the Eclectic History, Art. 432, seems to make his administration other than democratic, by considering the party, and not the *President* as being in power. In his administration the Federalists merged into the Whig party, of which John Quincy Adams, with Henry Clay and Daniel Webster, became a leader.

Upper Sandusky, O.

RICHARD F. BEAUSAY.

John Quincy Adams was elected U. S. Senator by the Federalists, in 1803, but voted for Jefferson's embargo in 1807, and thus separated himself from the Federal party, and lost his seat in the Senate in 1808.

In 1824, four candidates for the Presidency were presented: John Q. Adams, Andrew Jackson, Henry Clay and Wm. H. Crawford, all of whom professed to be Democrats. [Johnson's Cyc. p. 38.]

A. A. PRENTICE.

Q. 5, p. 240.—The diagonal of a square whose side is 1, is 1.41421, *i. e.*, it exceeds the side by .41421; and as squares are similar figures, we have the proportion, .41421 : 30 :: 1 : 72.421, one side, which = 32.779 + acres, area.

A. A. PRENTICE.

Mineral Ridge, O.

x = side of square field, and $x + 30$ = diagonal. Then $x^2 = \frac{(x + 30)^2}{2}$; from which $x = 72.42$, the side of the field. Area,

32.78 acres.

F. W. S.

Mayfield, O.

Same result by A. D. B., Nettie Leib, J. A. Oursler, E. S. Loomis, Ed. Ryerson, Pearl Crubaugh, Ada L. Royer, A. C. P., Rose Phillips, R. H. Dodds, J. N. M., S. P. Merrill, J. A. Shott, L. F. Jacks, G. W. McGinnis, Richard F. Beausay, W. H. C. N., J. W. Mc., J. H. Stoll, P. S. Berg, and S. A. Broughman.—Ed.

Q. 6, p. 240.—Let x = one side. Then, $(x - 1)^8 = x^8 - 1657$. Expanding, transposing, completing the square and reducing, $x = 24$. $(24)^8 = 13824$.

W. H. C. N.

Conceive a cube; now conceive that we increase its dimensions 1 inch. We find we have added to our first cube 3 square blocks, 3 narrow

blocks *one in.* wide, and as long as the square blocks, and *one corner cube* = one cu. inch. Therefore, 1657 cu. in. = these 7 pieces, or $1656 \div 3 =$ *one* sq. block and *one* narrow block, each one in. thick; i. e., one square and an inch-wide strip of same length contain 552 sq. in. on *one side surface*, which is the same as one square and *two half-inch strips*; these strips placed on adjacent sides of square, complete the square by $\frac{1}{4}$ sq. in. at the corner. Therefore $552 + .25$ sq. in. = a complete square. $\sqrt{552.25} = 23.5$ one side of this square. $23.5 \text{ in.} + .5 \text{ in.} = 24 \text{ in.}$, one edge of the cube. $(24)^3 = 13824$ cu. in., the solidity. E. S. LOOMIS.

The same result, with some variety of solutions, by J. C. C., J. A. Shott, J. H. Stoll, G. W. McGinnis, P. S. Berg, A. C. P., Ada L. Royer, Pearl Crumbaugh, Katie B. Caswall, S. A. Broughman, Nettie Leib, Rose Phillips and J. A. Oursler.—ED.

Q. 7, p. 240.—Since an inch of gold weighs 10.36 oz., 63 oz. of pure gold would raise the water as many cubic inches as 10.36 oz. is contained times in 63 oz., which is 6.081. But the crown raised the water 8.2245 cu. in., or 2.1435 cu. in. more than if it had been pure gold. One oz. of silver raises water $\frac{1}{80.88}$ cu. in., and one ounce of gold raises it $\frac{1}{10.36}$ cu. in., a difference of $\frac{4.51}{80.88}$ cu. in. So, for every ounce of silver in the crown the water is raised $\frac{4.51}{80.88}$ cu. in. more than if the crown were pure gold. If one ounce of silver raise the water $\frac{4.51}{80.88}$ cu. in. more, it will require as many ounces of silver to raise it 2.1435 cu. in. more as $\frac{4.51}{80.88}$ cu. in. is contained times in 2.1435 cu. in., which is 28.782. And $63 - 28.782 = 34.218$, the number of ounces of gold. HARRY G. RHODES,

A pupil in Cleveland Central High School.

Let x = number of ounces of gold, and $63 - x$ will = number of ounces of silver. Then $\frac{x}{10.36}$ = number of cubic inches of water displaced by gold, and $\frac{63-x}{80.88}$ = number of cubic inches displaced by silver. From this we get the equation $\frac{x}{10.36} + \frac{63-x}{80.88} = 8.2245$. Clearing of fractions, transposing, collecting and reducing, we find $x = 34.1964$, ounces of gold, and $63 - x = 28.8036$, ounces of silver. G. M. HOKE.

Arithmetical solutions and correct results also by E. S. Loomis, J. W. Jones, G. W. McGinnis, P. S. Berg, and J. A. Oursler. Another correct algebraic solution by W. H. C. N. A. A. Coventry pursues a correct method, but reaches an incorrect result through an error in computation. D. F. Reinoehl gets nearly the same result by using specific gravity of crown and of each metal. A. C. P. starts right, but lands in the woods.—ED.

Q. 8, p. 240.—This example is equivalent to the general problem (1) $x^2 - y^2 = b^2 - c^2$, (2) $\frac{xy}{x+y} = a$. Now I know of no method for the solution of this easier than by reversion of series, or Horner's method, and I doubt there being a shorter solution. But a word more. (1) $x^2 - y^2 = 6000$; (2) $\frac{xy}{x+y} = 26$. Let $x = ny$; then

(1) = (3) $y^2 = \frac{6000}{n^2 - 1}$, and (2) = (4) $\frac{n^2 y^2}{(n+1)^2} = 26^2$, or $y^2 = \frac{6000}{n^2 - 1} = \frac{676 (n+1)^2}{n^2}$; (5) $n^4 + 2n^3 - 8 \frac{148}{169} n^2 - 2n = 1$. Applying Horner's method, $n = 2.27 \pm$. $\therefore n$ in (3) gives $y = 38.01 \pm$, and y in $x = ny$ gives $x = 86.28 \pm$.

E. S. LOOMIS.

Baldwin University.

Given, (a) $x^2 - y^2 = 6000$; (b) $26(x+y) = xy$. (1) $y = \frac{26x}{x-26}$ by equation (b). Substituting this in (a) gives (2) $x^4 - 52x^3 - 6000x^2 + 312000x - 4056000 = 0$. By Sturm's Theorem, we find integral part of the root to be 85. By Horner's method, the fractional, .963: hence the value of x is 85.963. Substitute $x = 85.963$ in either (a) or (b), and find $y = 37.274$.

Had (b) been $16(x+y) = xy$, one value of x would be 80, and $y = 20$. What are the other roots, of (a) $x^2 - y^2 = 6000$, (b) $16(x+y) = xy$? How are they found? J. A. OURSLER.

Oursler, Kan.

Q. 9, p. 240.—“To be *him* is impossible” is the correct expression. *Him* is obj. case to agree with its objective subject understood, For *me* to be *him*, &c. C. V. M.

To be followed by a noun or pronoun is equivalent to *to personate*. To personate is a trans., act. inf. \therefore *To be him* is better than *To be he*. W. H. C. N.

“To be *he* is impossible” is correct. “He” is nominative after “to be.” F. W. S.

Mayfield, O.

Ed. Rynearson, A. A. Prentice, R. H. Dodds, L. G. T. and C. agree with C. V. M. J. W. Mc. agrees with F. W. S.

Q. 10, p. 240.—“*Some of us*” is an explanatory modifier of “*We*.” “Some” is in nom. case by apposition. J. N. M.

“Some” is a demonstrative, definitive adjective used as a noun, and used parenthetically; hence nominative case absolute. “*Of us*” an adj. phrase modifying some. W. H. C. N.

Q. 11, p. 240.—“More than” is an adverbial phrase, modifying “are compensated.” S. P. MERRILL.

“We are *more than* compensated” = We are *overly* compensated, i. e., compensated to an excess; hence “more than” seems to be an adverb, limiting “are compensated.” A. A. PRENTICE.

Q. 13, p. 240.—“Durst” is a verb, irreg., trans., act., ind., past, 3rd., sing., to agree with “he.” (*to*) “give” is the present act. infinitive, used as a noun in obj. case, object of “durst.” A. D. B.

QUERIES.

1. What is the origin of the term "porter-house" as applied to beef-steak? A. G.

2. What is the significance of the phrase "Which taking air," used in query 7, page 240? J. A. O.

3. Is it a wise plan to organize literary societies in country schools? B. P. S.

4. Where is the geographical center of the United States. F. W. S.

5. I did not regard him *as being a teacher*. He seems *to be* a good man. Parse words in italics. W. H. M.

6. Have birds any sense of *why* they sing? Dispose of words in italics. B. P. S.

7. A circular field, 80 rods in diameter, is divided into three equal parts by two parallel fences. Find the length of each fence, and the distance of each from the center at the nearest point. Arithmetical solution desired. J. F. A.

8. Required the longest straight rod that can be thrust up a chimney, the arch being 4 feet high, and the distance from the arch to the back wall of the chimney being 2 feet. A peck of pea-nuts is offered for the first correct solution by arithmetic.

Lancaster, O.

J. E. SMITH.

9. A hog was sold at a loss of 25 percent. If it had cost one dollar more than it did, the loss would have been 40 percent. What did it cost? S. L. G.

10. Sold two horses for equal sums, losing \$12. On one I lost 25 percent, and on the other I gained 25 percent. What was the cost of each horse? Solve by arithmetic. W. G. HERBST.

11. A post 8 in. square at one end and 6 in. square at the other, is 10 ft. long. How far from the larger end must it be cut so that the solid contents of the two parts shall be equal? B. P. S.

12. A man and a boy dig and pick a field of potatoes for \$10. The boy can pick a row while the man digs a row, but the man can pick three rows while the boy digs one. How should they divide the money? J. W. M.

Mexico, O.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

Thanks for information about the summer institutes. A good many have not yet reported. Please to drop us a postal card as soon as arrangements are completed.

Secretary Day gives in this number some additional information about the program of the State Association, and tells about the railroad and other arrangements made by the committee for the comfort and convenience of the crowds that will go up to Chautauqua a month hence. The program is a good one, the lake and its surroundings are beautiful, the accommodations are excellent, and the prices very low. Let us all go. We'll have a delightful time.

Brother Ross has another word in this issue on the decimal question. The discussion has taken rather a metaphysical turn, suggesting, no doubt, to some of our readers, a term that has lately appeared in these pages, "higgledy-piggledy."

In our simple way of thinking, a decimal fraction is a number and not a figure or figures. A decimal fraction is a number, regardless of how it is written, or whether written at all. The characters or signs used to represent a number to the eye are no part of the number. When a deaf mute represents a number to the eye by means of his fingers, the number is something entirely independent of the signs by which it is represented; the fingers are no part of the number. And so when a decimal fraction is represented to the eye by means of marks on the slate or blackboard; the marks are no part of the decimal fraction. $\frac{7}{10}$ is as much a decimal fraction as .7 is. The written denominator serves exactly the same purpose in the one case that the decimal point does in the other; namely, to indicate that the unit of the fraction is divided into ten equal parts; and to that fact alone it owes its specific name, *decimal*. But we desist, lest we be found "like one that taketh a dog by the ears."

The *Journal of Education* (London), speaking of night schools, says it is only in exceptional cases that we can hope to gain much by our efforts to carry on a boy's or girl's intellectual education by such means. The average lad or

lass, after ten or twelve hours of labor in the factory, is not in condition for effective mental application. In this connection the *Journal* makes the following suggestion:

"Why should we not utilize the Sunday? If they did nothing but prevent Sunday loafing, such schools would do an infinity of good. But the experience of the Continent proves that sound technical training may be given in Sunday schools. In France, in Belgium, and in Germany, most of the adult schools are Sunday schools. One incidental advantage of choosing this day would be that it would greatly increase the army of volunteer teachers. Against the proposal there is nothing, as far as we can see, but the tradition of our puritan elders."

The Sabbath was made for man, not man for the Sabbath, and it might be both expedient and lawful for those whose necessities leave them *no other time*, to spend a part of it in securing secular education; but it is questionable whether a *sabbath-keeping people* will ever find their necessities so great as to justify it. We think not. At least the rule is that those that keep the sabbath holy, according to divine appointment, are able to provide for their children's secular education on other days.

This is a matter in which it is not safe to follow the example of France and Germany; and the *Journal* would do well to consider whether the divine injunction to "Remember the sabbath day to keep it holy" does not sustain the "tradition of our Puritan elders," in opposition to the proposal it makes; and whether the observance of the sabbath as hallowed time, and all that that implies, would not do far more for the elevation of the poorer classes than all the secular education they could obtain in the way proposed.

Few teachers appreciate the part which imagination plays in all good teaching. The exercise of this faculty constitutes the chief difference between mere routine word-cramming and that real teaching which causes the pupil to form vivid images of objects and events. Of course there must be a sub-stratum of sense-perception; but this foundation is in a great measure laid before the school age. The formal tuition of the teacher should consist very largely (not exclusively) in stimulating and guiding the pupil in the work of reproducing, modifying, transforming and re-combining the results of his past observation and experience. Vivid perception is important, and memory is important. The power to picture scenes and events not present to the sight depends on the clearness and accuracy with which memory restores the impressions of past experiences, and memory in turn depends on the clearness and strength of original impressions. Observation collects and memory holds in readiness the materials out of which the imagination constructs new products. The process is not unlike that of forming a new physical structure out of materials previously collected. The language of the teacher and the text-book, when understood, suggests the material to be used in the construction of a given product. It behooves the teacher to see to it that the attention of his pupils is aroused, and that simple and familiar language serves to call up past impressions clearly and vividly.

In every department of instruction, even in the beginnings, the exercise of the imagination is an essential part. There is less evil in the free play of childish fancy than many suppose, though in some cases it may be needful to turn the wild rambler in the realm of fairy-land from his wandering, by giv-

ing him frequent excursions in the fields of reality. More little children are injured by dull and weary plodding among dry realities than by free roaming in the fresh fields of fancy. The creations of the imagination are the natural aliment of the young mind—the milk from the breast of mother nature on which it thrives.

There is always enough of reality in life. The wings of fancy are too soon clipped or weighted down. There is too much plodding, or at least not enough of soaring.

The thoughtful teacher will find this an interesting and fruitful theme—one deserving most earnest study and affording rich returns.

THE JOHN FAMILY AND THE JAKE FAMILY.

Robert Clarke & Co., of Cincinnati, have issued an anonymous *brochure* entitled *The Families of John and Jake*, which we advise our readers to procure and read. (The price is 10 cents.) There is in it a measure of caricature of modern methods of education, but the truth it contains is wholesome though somewhat unpalatable. The mothers of John and Jake were washerwomen, "both equally filled with awe and veneration over 'the fine larnin' their boys was gittin,'" as they sat side by side at the same public school, and memorized and repeated the same words. The most obvious difference in their education was in their home training. "From the time John was a little chap, just out of petticoats, in whatever was going on his mother required him to lend a hand. He carried coal when he was so small that he had to move it lump by lump. Mounted on an old soap-box he stood at the table and washed dishes; later on he took his turn many a time at the washtub, turning the wringer, fetching water, hanging up clothes, and learning to mend them after they were ironed." To Jake and his mother this did not seem quite the respectable thing for a boy with "larnin." So he was allowed to lie a-bed till his breakfast was ready, and to loaf in the streets after school, "while his mother carried all the household burdens on her own bent shoulders."

Time passed on and these boys left school. John worked in a rolling-mill at whatever he could get to do, but did his best all the while, until he became a leading man in the mill. In a few years he was the owner of a home and the father of well-dressed and well-trained children. The John family grew up and became successful merchants, lawyers, doctors, authors, artists and mechanics. Many of them became wealthy and built school-houses, colleges, churches, almshouses and hospitals, and contributed largely to the support of missionaries.

When Jake's mother could no longer support him he began to look for something to do. He always looked for something he *wanted* to do, never for what he *could* do. He was always in demand at election time, and sometimes realized considerable money. He married a girl who had saved a couple of hundred dollars which he easily succeeded in spending. The washtub soon had another devotee, who spent twelve or fifteen years in bringing children into the world and struggling to support them. Her health and courage were soon gone, and her ten children, dirty and ragged, wandered about the streets and alleys, begging for cold victuals and old clothes, making rapid progress in the school of vice and crime.

As the Jake family grew up and multiplied, it became necessary to build prisons and employ policemen to protect the property and lives of the John family; and as a matter of course it was John's money that paid for it all. And when any of the Jake family fell sick or were in want, taxes were levied on John's property to provide physicians and medicine, food, clothing and fuel. The Jakes uniformly voted that the Johns should be taxed to supply the wants of the Jakes.

The Jake family sometimes condescended to avail themselves of the school privileges provided by the bounty of the Johns, but the memorizing process in vogue proved of as little benefit to them as it had to their progenitor.

By promises of clothes and other good things the pious daughters of John succeeded in enticing some of the ragged little Jakes into the beautiful Sunday schools and churches which John's money had provided, "and their attendance would sometimes last until the gloss had worn off the eagerly coveted gifts. But what they heard taught of truth and purity during one hour in the week, and that almost in an unknown tongue, was but a drop compared to the sea of vice and loathsomeness in which their souls were steeped from Sunday to Sunday, year in and year out."

"Still the rich Johns went blindly on, building hospitals, homes for fallen women, houses of refuge for boys and girls, new jails and penitentiaries; new schools for studying grammar, Latin, French, German, and what-not. Every year thousands of girls were turned out from these schools, mechanics' daughters, more helpless than new-born babes, in that they were required to take care of themselves, for which their school life had left them entirely unfitted. These were the poor creatures who sewed their lives out for twelve cents a day, falling constantly into the clutches of the human fiends who were always ready to take advantage of their poverty. Or, they crowded into other channels already overfilled with unskilled and struggling women, dropping daily out of sight, fallen leaves, of whom no one took any heed. Those who staid longest in the schools pushed like drowning things to catch at the teacher's office. They stooped to sue Jake influence in corrupt school-boards; they wore their lives out, exhausting heart, brain, and body, the best they had, for a beggarly salary, often less than that given to the ignorant boors who swept the school-room floors. There were so many of them; and, under Jake influence, no woman was ever paid as much as a man in doing the same work. For the one peculiar feature that most strongly characterized the Jakes, and by whose lingering traces we may still faintly recognize their descendants, was their stubborn belief in the inferiority of women's work and worth.

The boys ground out of the schools were not much better off. Thousands begged for paltry clerkships, white slaves, who daily grew whiter and more haggard. Thousands slowly starved who set out to live by their wits, those poor wits dulled by years of the cramming and stuffing which was then the pet process of the public schools. From these ranks large numbers were constantly dropping to the Jake level of woe and misery.

The extremes of human life grew daily further apart. The beautiful daughters of the Johns lived wrapped in every luxury, basking in all the sunshine wealth could produce for them. Their chief thought, how to devise new extravagances of dress, house, and equipage. A hundred dollars a year seemed to them an enormous amount to give in charity, a hundred dollars a month a perfectly reasonable sum to spend on their own dress, trinkets and gewgaws. If occasionally some echo of wretchedness obtruded itself from the outcast daughters of the miserable Jakes, their pretty faces might sober for two minutes, as they exclaimed, 'Poor creatures, what a pity! why does n't somebody do something for them? But *how* to do was such a bother to devise; and thinking made them so uncomfortable that they speedily made haste to thrust the idea of doing away."

Notwithstanding the measure of exaggeration and caricature which characterizes the picture, the candid reader will admit that it contains striking resemblances to the real. Our modern social system contains much that is vicious, and that cries loudly for reform.

THE SUMMER VACATION.

All the old lady teachers (if there be any, since it is a disputed question whether a lady ever grows old) are warned away from this article. I don't want to talk to those "who know as much about how to spend their summer vacation as I," nor to those who have gotten so deep into a rut that they are unwilling to be helped out. Perhaps I have one taste in common with old bachelors. However it may be, I want to talk to the young girls. I shall not restrict the term in its use to those under eighteen, but will stretch it to include all who are willing to take my advice.

In the first place, take a vacation of at least six weeks. Don't undertake any agency unless it be an absolute necessity for the sake of helping those dependent upon you, those utterly unable to support themselves. I *used* to read some of the circulars sent out to entrap teachers into summer agencies, but if a lady is at all sensitive, she will meet with rebuffs which will more than counterbalance all the "benefits of fresh air, change of place," &c. It will take a longer period than the summer vacation to inure her to the trials of an agent's life, and instead of going back to her work in the schoolroom refreshed and vivified by a summer's rest, she will go back tired and disgusted with life.

Don't spend the entire vacation at a summer school. I rather admire the desire for improvement which influences young teachers to do so, but it is not wise. Several weeks spent in a geological or botanical excursion under the guidance of a skillful professor may be good. Almost anything that takes you into the open air is good—except the agency. But don't let any other kind of a summer school take the greater part of your vacation. And if it takes half, don't let it take more than half the day, including the time of preparation for your recitations. Once I attended a summer school for six weeks, at the seashore, and I was not injured; because the lectures I attended were only from ten to twelve in the morning, and my daily sea bath dissipated thoughts that might have been too heavy for me; and the sea air gave me such an appetite that the physical hunger which often made me speculate upon what I was going to have for the next meal, kept me from hungering for too solid mental food.

Don't stay at home all summer. It is not economical. Those teachers who never have a change of air and scenes lose vigor; and even if they drag out weary days without losing time from school or paying the physician, they will have to resign sooner than those who have preserved health and freshness even if at the expense of their bank account. You are laughing, perhaps at the "bank account," but some teachers really have it. Some wiseacre, if you suggest a summer trip, may shake his head and tell you that you ought to lay up money against a rainy day. For myself I prefer keeping off the rainy day by bringing sunshine into my life; and you (I don't forget I am talking to the girls) all expect "some one" to take you under his umbrella when the rainy day comes. But, perhaps, although you have no bank account, you still have

no money for a few weeks at the lakes, the mountains, or the sea-shore. If it is because you have dressed too extravagantly, won't you consider next year whether you can't be made just as attractive by change of air, and the culture which comes from mingling with new people amidst new scenes, as by stylish dresses and pretty bonnets? If it is because you have generously aided mother or younger brothers and sisters, I think you have a satisfaction that nothing can lessen; but because you are so well worth preserving, I have a plan to suggest. I do not say "Make to yourselves friends of the mammon of unrighteousness," but rather of the storehouse of righteousness. If there is not some farm-house, *where they don't take summer boarders*, where you will be welcome, try to make some country friends. I think you can show them some little courtesies which they will be glad to return. Without that, they are usually the most hospitable people in the world. And, let me whisper it in your ear, I have enjoyed myself more at some of the comfortable farm-houses at which I have been entertained, where everything was "so good," where the farmer himself was the epitome of good sense and kindly wit, and where the wife and daughter showed

"The warmth of genial courtesy,
The calm of self reliance,"

than at the seashore or Saratoga.

Don't spend the whole summer sewing, even if it be upon the crazy quilt or the latest novelty of the Kensington stitch. (Indeed, I don't know whether there is anything new in that line). Nor too many hours upon crayon studies, nor painting on china, &c., all beautiful enough in their way, but I want to get you out of doors to what is still more beautiful. I want you to get the very spirit of the summer's beauty into your hearts until you can feel,

"Joy comes, grief goes, we know not how,
Everything is happy now,
Everything is upward striving;
'Tis as easy now for the heart to be true
As for grass to be green or skies to be blue,—
'Tis the natural way of living."

Wherever you go, don't think of your health all the time. By this I do not mean that you are to dance to the wee sma' hours of the morning, or walk in the grass when it is wet from dew, or be out in a fog until you have the appearance of a drenched sea-nymph, or twenty other things that common sense should keep you from doing; but I do not want your fate to be that of the Italian valetudinarian upon whose monument was the epitaph of which Addison gives us the free translation:—"I was well, but trying to be better, I am here." By the way, whether at home or abroad, I want you to read a good deal of the *Spectator* this summer, and when you are reading "Letter from a Valetudinarian—Excess of Anxiety about Health," imagine me looking over your shoulder and laughing with you, for although I have enjoyed many a hearty laugh over it, I shall find new humor in it with every reading.

Wherever you go, don't be afraid of anything but doing wrong. Be natural, be happy. May it not be true of you,

"Like escaped convicts of Propriety,
They furtively partook the joys of men,
Glancing behind when buzzed some louder fly."

I have given you a good many prohibitions; now I want to give you some commands, or entreaties, whichever you choose to call them. Do come to the State Association. It will help you in every way. As I have said before, one needs to see the best men and women in her profession to realize its true dignity. As a rule, they will be found at the State Association. The personality of an author adds something to the interest of a paper when he reads it himself, which is lacking when we get it from the printed page. For my own part, I think we never know so much that we cannot learn something at this annual meeting, nor are we ever so thoroughly alive that we can afford to lose its enthusiasm. Then the pleasure of riding on the lake, the delight of social intercourse, the joy of meeting friends. Go out on the water at sunset,—but not with those who cannot be subdued at such a scene—if you would realize the exquisitely beautiful lines of Wordsworth:—

“Holy rite,
Methinks, if audibly repeated now
From hill or valley, could not move
Sublimar transport, purer love,
Than doth this silent spectacle—the gleam—
The shadow—and the peace supreme!”

A minister of the gospel once advised me to lay in a stock of good novels for my summer vacation. Although I think the mind can not enjoy the same amount of solid food in the warm weather that it relishes in the cold, yet I should not advise novels alone for the summer's reading. You may read with zest something from Howells, Aldrich, Dickens, Thackeray or George Eliot; but I want you to learn to love the essayists and poets. Not only Addison and Macaulay but Lamb and Hazlitt. The last named is not known as a man of such clear thought and keen wit deserves to be. Of course, I do not mean for you to make an exhaustive study of these authors, but begin an acquaintance which will ripen later into close friendship.

Of the poets, take with you one or more of your favorites,—Lowell, whether or not he belongs to that list, for he has so much of the best of summer in his nature; and Wordsworth, that you may learn “To the Daisy,” the touchingly simple and beautiful poem, “Lucy,” the ideal of womanliness in the “Portrait.” From the same author, read The Evening Ode, Tintern Abbey, the three poems on Yarrow, Ode to Duty, and Laodamia. These last are suggested not alone for their beauty, but lest we might grow selfish while enjoying so much, if we had not something to keep us to the higher level of duty. Yet, if we will only realize it,

“God is in all that liberates and lifts,
In all that humbles, sweetens, and consoles.”

MARGARET W. SUTHERLAND.

STATE TEACHERS' ASSOCIATION.

The sessions of the Association will be held on the Assembly grounds at Chautauqua, N. Y., June 29 and 30, and July 1, 1886.

The following additions have been made to the program published last month:

The Annual Address will be delivered by Andrew J. Rickoff, of New York.

The discussion of Dr. Tappan's paper on the Intellect, will be opened by Dr. I. W. Andrews, of Marietta.

Dr. W. B. Whitlock, of Ohio Wesleyan University, Delaware, will deliver a lecture on Wednesday evening, June 30, before the State Reading Circle. Subject, Hamlet.

On Thursday afternoon, July 1, the report of the Secretary and Treasurer of the Circle will be submitted by Supt. E. A. Jones, of Massillon. This will be followed by brief reports from corresponding members, and miscellaneous business.

A series of most interesting and instructive lectures will be delivered at Chautauqua, by Dr. Hall, of New York, from July 1 to July 10, under the auspices of the Chautauqua Association.

The "Chautauquans" propose this year to do all in their power to make our stay with them both delightful and profitable. They propose to discount last year's efforts in that direction, which means a great deal. It is hoped that the attendance may be large. Copies of the program will be sent to various points. If more copies are needed than are sent, or if for any reason copies are not received, the secretary of the Executive Committee should be advised.

RAILROAD RATES.

The rates from points on the line of the N. Y., P. & O. to Chautauqua Assembly Grounds and return (including lake passage), are as follows:

From Cincinnati, \$7.15; Middletown, \$6.90; Dayton, \$6.65; Springfield, \$6.40; Urbana, \$6.40; Marion, \$5.30; Galion, \$5.05; Mansfield, \$4.75; Warren, \$2.65; Girard, \$2.65; Leetonia, \$3.20; Creston, \$3.75; Sterling, \$3.75; Akron, \$3.45; Kent, \$3.25; Ravenna, \$3.10; Cleveland, \$3.65; Phalanx, \$2.80; Leavittsburg, \$2.70; Niles, \$2.65; Youngstown, \$2.55; Sharon, Pa., \$2.40; West Lewisburg, \$6.15; Richwood, \$5.60; Ashland, \$4.45; West Salem, \$4.05; Burbank, \$3.90; Canfield, \$3.00; Wadsworth, \$3.65; Solon, \$3.55; Garrettsville, \$2.95; Hubbard, \$2.45; Cortland, \$2.45; Washingtonville, \$3.20; New Lisbon, \$3.40. Other lines connecting with the N. Y., P. & O. will make same rates as last year, increased by 15 cents to cover lake ticket.

From points on the C., C. & I. to Assembly Grounds and return, as follows:

From Cincinnati, \$7.15; Middletown, \$6.90; Dayton, \$6.65; Springfield, \$6.40; Delaware, \$5.75; Columbus, \$6.20; Mt. Gilead, \$5.40; Galion, \$5.05; Crestline, \$5.00; Shelby, \$4.75; Wellington, \$4.75; Marion, \$5.30; Bellefontaine, \$6.40; Sidney, \$6.65.

From points on the L. S. & M. S. to same place and return, as follows:

From Toledo, \$6.90; Sandusky, \$5.45; Ceylon, \$5.05; Fremont, \$6.10; Clyde, \$5.85; Bellevue, \$5.65; Monroeville, \$5.40; Norwalk, \$5.30; Oberlin, \$5.00; Elyria, \$4.65; Berea, \$4.15; Cleveland, \$3.65; Willoughby, \$3.65; Painesville, \$3.65.

The Scioto Valley, round trip from Ironton, \$10; Portsmouth, \$9.20; Waverly, \$8.30; Chillicothe, \$7.70; Kingston, \$7.35; Circleville, \$7.10.

Tickets from the above points will be on sale as early as Saturday, June 26, and will be good returning until July 7, to members of the Association.

LAKE RATES.

The Buffalo, New York and Philadelphia Railroad, operating a line of steamers on Lake Chautauqua, offer to members of the Association the following rates:

Between Mayville and Chautauqua, round trip, 25 cts. Between Point Chautauqua and Chautauqua, round trip, 15 cts. For other lake points a coupon ticket good for ten single trips between any two landings on the lake will be issued for \$1.50, making 15 cents each, or 30 cts. for the round trip. These tickets are transferable.

ACCOMMODATIONS.

The hotels at Chautauqua will entertain members of the Association at \$2.00 per day. The interior and tower rooms of the Hotel Athenaeum are this year placed at \$1.50, instead of \$2 00, as last year. Excellent rooms and board can be had in cottages at from \$1.00 to \$2.00 per day, or \$5.00 to \$10.00 per week.

Any additions or changes will be noted on the regular program soon to be published and distributed.

L. W. DAY, Sec'y Ex. Com.,
Cleveland, Ohio.

The arrangements for the meeting at Topeka of the National Educational Association are very complete. The National Council meets July 9. The meetings of the Association begin Tuesday evening, July 13. A large attendance is expected. Excursions to Utah, Colorado, California and Oregon, at low rates, are already planned. The interests of the Association are represented in Ohio by Hon. L. D. Brown and R. W. Stevenson, Columbus, and C. C. Davidson, Alliance. Persons expecting to attend the meeting or join any of the excursions, should address Mr. Brown for information and certificate, before starting.

The Cincinnati board of education, at a recent meeting, by a vote of 22 to 13, refused to re-elect Superintendent Peaslee. Verily the ways of boards of education are past finding out. Dr. Peaslee is one of the strong school men of the country, but that makes no difference to the "average board member." The Cincinnati papers say that Dr. E. E. White and Dr. Hancock are prominently mentioned in connection with the position.

LATER.—Dr. White has been elected.

MR. EDITOR:—I rise to a question of privilege. I wish to know whether it would be contrary to the proprieties for the executive committee to have a few lighted candles placed along the route at Chautauqua, from the railway station to the hotel; or, in default of tallow, to hire a man with a white linen duster on to walk in front of the struggling, straggling, carpet-bag laden procession of fair women and brave men.

Our train always gets in at the "hour o' nights black arch the keystone."

FYE AT NOX.

Country teachers wanting a change of employment for the summer, should respond to the advertisement of Nickerson & Co., in this number. Mr. Joshua Nickerson is well and favorably known to many of our readers.

Please to acknowledge through the MONTHLY the receipt of the following sums since my report of April 20th:

Apr. 30.—From Supt. A. B. Stutzman, Kent, Portage Co.....	\$3.75
May 10.—H. P. Sigrist, Piqua, Miami Co.....	.50
May 15.—Richard F. Beausay, Upper Sandusky, Wyandot Co.....	.25
May 22.—Supt. G. E. Ryan, LaGrange, Lorain Co.....	.50
E. A. JONES, Cor. Sec. and Treas. O. T. R. C.	

Institute committees would do well to consult the advertisement of Mr. I. N. Vail.

EDUCATIONAL INTELLIGENCE.

—The Tallmadge high school graduates three boys and one girl this year—reversing the usual order.

—*The Schoolmaster* (London) says there are 18,000 female students in the colleges of the United States.

—Pike County institute will be held at Piketon third week of August, with E. S. Cox, of Portsmouth, and W. A. Clark, of Lebanon, as instructors.

—The Allen County institute will be held at Lima, the second full week in August. Prof. Sniff, of Angola, Ind., and Supt. Greenslade, of Lima, the instructors.

—A new normal college has been opened at Defiance, under the presidency of S. F. Hogue, late of Edinboro, Pa. Summer term of eight weeks began May 25.

—The Lucasville high school, under the principalship of M. F. Andrew, gave an entertainment at the close of the spring term which netted \$30 for the benefit of the library fund.

—The annual normal term of Antioch College, Yellow Springs, O., commences July 5 and continues five weeks. Supt. W. H. McFarland, of Jeffersonville, is one of the instructors.

—The Belmont County institute will be held at St. Clairsville, for four weeks, beginning July 26. J. M. Yarnell, C. E. Gullett, and Miss E. R. Duncan are the instructors—a strong team.

—The teachers of Wayne, Ashland and Medina counties held a joint meeting at Seville, Friday evening and Saturday, May 7 and 8. The meeting was largely attended and much enthusiasm prevailed.

—The Lebanon board of Education has, by unanimous vote, abolished the local board of school examiners. Lebanon teachers will hereafter hold certificates from the Warren County board of examiners.

—The managers of the "new departure" at Lakeside will not require new text books. Send for circulars showing the very small outlay needed to meet expenses for the month. Address Prof. R. Parsons, Delaware, O.

—Twentieth annual session of the Hamilton Co. institute will be held at Wyoming the week beginning Aug. 23. Instructors, John Ogden, of Washington, D. C., Aaron Schuyler, of Berea, O., and J. P. Cummins, of Riverside, O.

—The annual meeting of the South-western Ohio teachers' association was held in Hughes high school, Cincinnati, May 29. A leading feature of the program was an address by Hon. J. D. Cox, Dean of Cincinnati University and Law School.

—The fourth annual session of the summer schools at Monteagle, Tenn., will open June 30, and continue until Aug. 10. There are thirteen distinct departments. Prof. L. S. Thompson, of Purdue University, will have charge of the school of Industrial Art.

—The elegant new school building at Piqua, occupied since last September, has a fine assembly hall, seated with 604 opera chairs. Within the present year the schools have celebrated the birth-days of Whittier, Lowell, Washington, Longfellow and Irving, and a course of free lectures for the schools was given by gentlemen of the city.

—The *Pennsylvania School Journal* for May contains a letter from State Superintendent Higbee to Gov. Pattison, in reply to the Governor's request for his resignation of the office of Superintendent of Soldier's Orphan Schools, declining to comply with the request. Mr. Higbee's letter is a straight-forward, manly defense of his official conduct which will have great weight with candid people.

—We are indebted to Miss Carrie I. Jewell for a copy of the minutes of the ninth session of the Foochow Conference of the Methodist Episcopal Church, held at Foochow, China, last October. In it we find an interesting report of the first year's work of Misses Fisher and Jewell, two Ohio ladies, in the Women and Girls' School at Foochow. They have made a good beginning. The school increased during the year to its utmost capacity, and many who applied for admission were turned away.

—Arbor Day was fittingly observed by the schools of South Charleston, under the direction of Supt. J. W. Freeman. The exercises consisted of addresses, recitations and songs by the pupils, and the planting of trees in honor of various distinguished persons. One was named Whitelaw Reed, who, at the age of eighteen, was superintendent of the South Charleston schools. A letter from Mr. Reed was read, and a poem written by Mrs. Cheney, one of Mr. Reed's old pupils, was recited by her daughter. Another tree was named for Artemas Ward, who at one time published a paper in the village.

—A meeting of the North-Eastern Ohio teachers' association was held at Elyria, on Saturday, May 22. There was a large attendance. The following program was fully carried out:

1. "Influence,".....Supt. H. A. Myers, Berlin Heights.
2. "The Relation of Knowledge to Happiness,"
Dr. Aaron Schuyler, Baldwin University, Berea.
3. "Reading,".....Prof. William B. Chamberlain, Oberlin College, Oberlin.
4. "Ethical Teaching in the Public Schools,"

Dr. Orello Cone, Buchtel College, Akron.

COMMENCEMENTS.—Batavia, April 23—6 graduates. Elmore, April 30—5 graduates. Germantown, May 21—4 graduates—John F. Fenton, superintendent; S. G. Harris, principal of the high school. New Paris, May 8—9 graduates—F. S. Alley, superintendent. Mansfield, June 4—21 graduates. La-

Grange, June 7—4 graduates. Waverly, May 21—5 graduates. Bluffton, May 28—8 graduates. Columbiana, May 21—7 graduates—Sermon to the class, May 16, by Rev. E. P. Herbruck, of Akron. Carey, May 21—7 graduates—address by J. W. Knott, of Tiffin. Genoa, June 4—3 graduates—address by C. W. Butler, of Defiance. New Vienna, May 21—11 graduates. Defiance, June 24—14 graduates. Mineral Ridge, April 30—8 graduates—address by Samuel Findley. Ottawa, May 20—10 graduates—address by Commissioner Brown. Plain City, May 27—3 graduates. Bellefontaine, May 27—9 graduates. Cortland, May 14—6 graduates—address by Samuel Findley. Xenia, June 18—16 graduates. Niles, May 28—9 graduates.

—A case of some interest to teachers has recently been tried before the Common Pleas Court of Ottawa county. In the fall of 1884, Willis Vickery, then of Clyde, engaged to teach a winter school on North Bass Island. After teaching six days, the school-house burned. A few days later the teacher was discharged by the directors, they alleging that the fire was due to a want of proper care on his part. The teacher notified the directors of his readiness to fulfill the contract, but was not permitted to do so. He brought suit and obtained a verdict for the full amount of his contract, with interest.

Another case of considerable interest has recently been tried twice in the Summit County Common Pleas. James T. Holt agreed to teach a country school for five months. About the opening of the school a difference arose between teacher and directors in regard to the care of the house; the directors requiring the teacher to make the fires and sweep the floor, and the teacher maintaining that he had been employed as a teacher and not as a janitor. Other differences also arose, and the whole developed into a first-class school quarrel, resulting in the discharge of the teacher at the end of two months. Suit was brought for the recovery of wages. The directors set up in defense that the teacher had been rightfully discharged because of—

1. Attempting to enforce the use of an unauthorized text-book (abandoned in the trial). 2. Negligence in the care of the house (also abandoned). 3. Cruelty to a pupil. 4. Attempting to intimidate directors and patrons. 5. Refusing to assign lessons to new pupils. 6. Retaining a pupil's book in his possession. 7. Declaring himself disinterested in the progress of the pupils. 8. Threatening to spill blood before he would be put out of the school.

The first trial resulted in a disagreement of the jury. A second trial was had, resulting in a verdict for the full amount claimed, with interest. The Court ruled that janitor work is not included among the duties of a teacher.

PERSONAL.

—S. C. Patterson has finished his eighth year at Bluffton, Allen, Co.

—W. H. Venable, it is stated, proposes to retire from the Chickering Institute, Cincinnati, at the close of the present school year.

—Superintendent Beechy is receiving high compliments for his efficiency and faithfulness in the management of the schools at Elmore, O.

—James Duncan, Jr., of Fredericktown, O., has been chosen to succeed T. E. Orr in the superintendency of schools at Bridgeport, O. Salary, \$1,500.

—E. E. Helman recently resigned the superintendency of schools at Hanover, O., to take the principalship of a ward school at Canton, O. Salary, \$900.

—D. N. Cross succeeds J. G. Moorhead as principal of schools at Moscow, Clermont Co. W. C. Mendenhall succeeds Mr. Cross at New Madison, Darke Co.

—Supt. E. B. Cox, of Xenia, was honored, on Arbor Day, by the planting of a tree to his memory, and the reading of a brief sketch of his life by one of the pupils.

—Supt. James H. Shepherd, of Painesville, has been appointed superintendent of schools for Painesville township. His salary for the township work will be \$500 per annum.

—R. B. Marsh, for many years superintendent of schools at Mt. Vernon, now residing at Kent, has been engaged as one of the instructors in the Portage County institute, to be held at Ravenna, third week in August.

—Superintendents Elias Fraunfelter, of Akron, and W. J. White, of Springfield, have been chosen as representatives of the G. A. R., Department of Ohio, at the national encampment to be held at San Francisco in August, 1886.

—W. J. White, superintendent of the Springfield schools, is the Colonel of the 7th regiment, Ohio National Guards. In obedience to the orders of the Governor, he recently spent several days with his command at Camp Foraker, near Cincinnati, ready to assist in putting down an expected riot.

—Chas. R. Shreve was unanimously re-elected superintendent of the schools of Martin's Ferry, at a salary of \$1,500. This will be his twenty-eighth year in the same position. During that time the schools have increased from five, requiring five teachers, to seventeen, requiring twenty teachers. The graduating class this year numbers seven.

—Supt. J. A. Shawan, of Mt. Vernon, has been complimented by his board of education with a three-weeks' leave of absence, and an appropriation of seventy-five dollars toward the expenses of a tour of inspection among schools in eastern cities. He started April 23. We hope Brother Shawan will give the readers of the MONTHLY the benefit of his observations.

—Supt. C. W. Bennett, of Piqua, was married April 22, to Miss Mary M. Reiley, of same place. We feel authorized to extend the congratulations of the whole MONTHLY family. Brother Bennett is completing his twelfth year of superintendency of the Piqua schools, and has just been re-elected for another term of three years, at an annual salary of \$2,000.

—Supt. John E. Morris will relinquish his position at Garrettsville, at the close of the present school year, with a view of spending a year in Europe. He expects to locate at Heidelberg, whence he will make frequent journeys to other parts of Germany, and to France, Switzerland and Austria. He hopes, on his return to this country, to resume his chosen work with fresh courage and zeal.

—T. E. Orr, for the past six years superintendent of schools at Bridgeport, O., has declined re-election, to join the editorial staff of the *National Stockman and Farmer*, at Pittsburg, Pa. Mr. Orr has been a very successful schoolmaster, and we are sorry to lose him from the ranks in Ohio. But we are sure his influence in his new and wider field will be felt for good. Send

us the *Stockman and Farmer*, Brother Orr, and the MONTHLY will continue to keep you advised of the sayings and doings of the faithful in Ohio.

In a recent letter Brother Orr expresses gratification at being able, in his six years of service, to "lift" the salary of his position from \$1,000 to \$1,500, and keep it there, and as a last word to his fellow teachers, he says, "Go and do so too."

ELECTED.—J. J. Bliss, Supt. at Crestline—two years—\$200 increase. D. E. Niver, Supt. at Bowling Green. F. B. Dyer, Supt. at Batavia. E. E. Rayman, Supt. at North Amherst—two years. C. E. Kendrick, Supt. at Jamestown—salary increased. W. E. Lumley, Richfield high school—\$150 increase. H. L. Peck, Supt. at Barnesville. J. T. Moreland, Supt. for Hanover township, Columbiana Co. C. C. Davidson, Supt. at Alliance—two years—\$300 increase. Chas. Daily, Supt. at Piketon. F. H. Dewart, Supt. at Waverly. J. A. Pittsford, Supt. at Carey—\$200 increase. R. I. Gregory, Supt. at Woodville—salary increased. C. W. Butler, Supt. at Defiance—three years. M. Mauly, Supt. at Galion—three years. L. R. Klemm, Supt. at Hamilton—\$150 increase. S. E. Swartz, high school prin. at Newark. E. B. Cox, Supt. at Xenia. W. H. Weaver, teacher of vocal music at Newark, salary increased.

BOOKS.

The Annular System; or the Story of the Rocks, is the title of a recent work by Prof. Isaac N. Vail, of Barnesville, O., published by Clark & Zangerle, Cleveland, O.

The author, a practical geologist, undertakes to account for many phenomena not hitherto satisfactorily explained, among them the numerous deluges which geologists believe to have fallen upon the earth, the absence of the rainbow previous to Noah's Flood, the great length of human life before the Flood, limestone strata, coal deposits, and the Great Ice Age. The theory advanced and well sustained by argument is that a great part of the substance of the earth's crust and the waters of the earth were for ages held in suspension above the earth in the form of vaporous rings, like the present rings of Jupiter and Saturn, condensing and falling to the earth in the course of time, forming the various geological strata. The book is worthy the attention of students of science.

Essays on Educational Reformers. By Robert Herbert Quick. Reading-club Edition. Syracuse, N. Y.: C. W. Bardeen.

Quick's Essays are too well known to need commendation. This edition is uniform with Payne's Lectures, Tate's Philosophy of Education, and other similar books from the same press.

Ward's Graded Lessons in Letter Writing and Business Forms. Published by A. S. Barnes & Co., New York and Chicago.

This series of four books contains an excellent course of instruction in letter writing and business forms, with space for practice.

Ray's Tablets. Test Examples in Arithmetic. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

This series of eight tablets contains a graded course of lessons in arithmetic. Each tablet contains from 32 to 48 leaflets, and at the head of each leaflet are printed from five to ten problems, with space for solutions below. They are designed to save teachers the labor of writing problems on the black-board as well as to spare the eyes and nerves of the pupils.

Eclectic Language Lessons. By Mary Elsie Thalheimer. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

This is a very pretty book containing a series of excellent observation lessons, to be expanded and adapted by the teacher, for the use of familiarizing children with the elementary forms of speech without burdening their minds with the technicalities of grammar. It is suggestive rather than exhaustive.

Teacher's Hand-book of Psychology. By James Sully, M. A. Published by D. Appleton & Co., New York. 1886.

This is the author's own abridgement of his larger work, "The Outlines of Psychology." It contains a very clear exposition of the elements of mental science in their bearing on the art of teaching, and meets an increasingly felt want among teachers. We cannot commend it too highly. We wish we could induce every one of our readers to study it.

Talks with My Boys. By William A. Mowry, editor of "Education." Revised edition. Boston: Roberts Brothers. 1886.

These "talks" are the outgrowth of an effort to do something for boys outside of their regular lines of study. Every earnest teacher must feel the necessity for something of this kind. Such will find this book very helpful in this direction.

Elements of the Theory of the Newtonian Potential Function. By B. O. Pierce, Ph.D., assistant Professor of Mathematics and Physics in Harvard University. Boston: Ginn & Co. 1886.

These "lecture-notes" are intended to supply a want long felt for an elementary work on the application of higher mathematics to the study of physical problems, adapted to aid students with some knowledge of the Calculus in the profitable study of experimental physics, without making a specialty of mathematical physics.

Elementary Co-ordinate Geometry, for Collegiate Use and Private Study. By William B. Smith, Ph.D., Professor of Physics, Missouri State University. Boston: Ginn & Co. 1886.

The principle kept steadily in mind in the preparation of this work is that the formation of concepts, or clear notions of things, is the really important part of mental training. Errors in logic are less frequent than false or misty conception. For this reason concepts abound in the work, and the proofs directly hinge upon them. Treated in this way, the subject is eminently adapted to develop the power of thought.

Hans Andersen's Fairy Tales. Adapted to Third Reader Pupils. Edited for school and home use, by J. H. Stickney. Boston: Ginn & Co.

Excellent for supplementary reading either in school or at home.

Selections from Latin Authors for Sight Reading. By E. T. Tomlinson, Head Master of Rutgers College Grammar School. Boston: Ginn & Co. 1886.

Sight-reading is now recognized as one of the surest and best means of leading students into any language. The selections are good Latin from standard authors.

First Steps in Latin: A complete Course in Latin for one year. By R. F. Leighton, Ph.D. Boston: Ginn & Co. 1886.

The author's purpose is to furnish pupils who have given little or no attention to the study of English grammar a complete course in Latin for one year. Besides the grammar there are exercises for sight-reading, a course of elementary reading with notes and maps, an index and a vocabulary.

A Parallel Syntax Chart of Latin, Greek, French, English, and German, based on the Logical Analysis. By Professors W. W. Smith and R. E. Blackwell, Randolph-Macon College, Virginia. Boston: Ginn & Co.

Sheldon's Complete Arithmetic, with Oral and Written Exercises. Published by Sheldon & Co., New York and Chicago.

This is the higher book of a new two-book series. Several experienced

teachers and text-book authors were engaged in their preparation. The order of subjects is judicious. Conciseness and accuracy seem to characterize the statements and definitions. There is a good variety and sufficient number of oral and written problems. The book impresses us as one of the best practical working arithmetics published.

The Adventures of Ulysses. By Charles Lamb. Edited, with notes, for Schools. Published by Ginn & Co., Boston.

Guy Mannering. By Walter Scott. Edited, with notes, for Schools. With a Historical Introduction, by Charlotté M. Yonge. Published by Ginn & Co., Boston.

Both of these books belong to Ginn's excellent series of classics for children.

The Elements of Chemical Arithmetic; with a short system of Elementary Qualitative Analysis. By J. Milnor Coit, Ph.D. Boston: D. C. Heath & Co.

A very neat little manual, designed as a companion to any ordinary text-book of descriptive chemistry.

Annual Report of Board of Education, City of Auburn, N. Y. B. B. Snow, Superintendent.

Annual Report of Public Schools, City of Los Angeles, Cal. W. M. Friesner, Superintendent.

Thirty-eighth Annual Report of Public Schools, Rochester, N. Y. S. A. Ellis, Superintendent.

Annual Report of Public Schools Xenia, O. E. B. Cox, Superintendent.

Annual Report of School Committee, City of New Bedford, Mass. Henry F. Harrington, Superintendent.

Forty Ninth Annual Report of the Cleveland Board of Education for the school year ending August 31, 1885. B. A. Hinsdale, Superintendent.

Annual Report of Springfield Public Schools, for last year. W. J. White, superintendent.

Annual Report of Omaha Public Schools. Year ending August 1, 1885. Henry M. James, superintendent.

GINN & COMPANY, Boston, will soon issue a course of easy lessons in science, adapted from the course of Paul Bert, recently Minister of Education, France, and designed for use in common schools. By G. A. Wentworth and G. A. Hill.

The same firm have commenced the publication of a review devoted to history, economics and jurisprudence, called *Political Science Quarterly*. It is edited by the faculty of political science of Columbia College. Yearly subscription, *three dollars*. T. P. Ballard, Agent, Columbus. O.

The Academy: A Journal of Secondary Education. Published monthly, by George A. Bacon, Syracuse, N. Y.

The Addresses and Proceedings connected with the Semi-Centennial Celebration of Marietta College. Published by E. R. Alderman & Sons, Marietta, O.

MAGAZINES.

The Popular Science Monthly, published by D. Appleton & Co., New York, is now in its fifteenth year. The June number contains a dozen well-written articles on a variety of subjects, besides editorials, book notices, and popular miscellany. The articles of Hon. David A. Wells on Mexico, are attracting a good deal of attention.

One of the most readable papers in the June number of the *Atlantic*, is "A Glimpse of 1786," by Edward Stanwood, a very entertaining sketch of social and political affairs in this country a hundred years ago. Craddock's "In the Clouds," and Henry James's "Princess Casamassima," are continued, and there are other historical and biographical sketches. Houghton, Mifflin & Co., Boston.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XXIV.

JULY, 1886.

Number 7.

A SYLLABUS FOR TEACHERS' INSTITUTES IN OHIO, FOR THE YEAR 1886.

**Prepared and Published under the Direction of the State
Commissioner of Common Schools.**

OFFICE OF THE STATE COMMISSIONER OF COMMON SCHOOLS, }
COLUMBUS, OHIO, May 25, 1886. }

To All Concerned in the Welfare of Teachers' Institutes in Ohio :

Under the laws of Ohio, teachers' institutes are held annually or biennially in every county of the State. The object of these institutes is to increase the efficiency of teachers in their work. The importance attached to teachers' institutes in the State may be estimated from the following statistics taken from the Ohio School Report for the year ending August 31st, 1885 :

Number of institutes held within the school year,	87.
Number of counties represented.	86.
Number of days continued,	694.
Number of lecturers and instructors,	388.
Number of persons in attendance,	13,008.
Total amount of receipts,	\$20,596.27.
Total amount of expenditures,	18,550.43.
Cost of institute per day,	26.73.
Cost of institute per member,	1.43.

In each county the institute is managed by a committee chosen by the members of the organization of teachers. There is no unity in the action, or uniformity in the working of the institute committees of different counties, and these committees are elected annually. Hence there is a lack of aim in the work attempted, and a deficiency in the amount of positive good accomplished by the institutes.

At an important educational convention held in Columbus last December, after discussing various plans for the improvement of teachers' institutes, it was unanimously decided that a committee, consisting of Dr. John Hancock, of Chillicothe, Dr. Robert W. Stevenson, of Columbus, and Supt. John W. Knott, of Tiffin, should be appointed, to act with the undersigned in the preparation of a Syllabus for Teachers' Institutes in Ohio, for the year 1886. The following assignment of work was made:

To Dr. Hancock, a statement of the purpose of the Syllabus; Theory and Practice; Reading; Composition.

To Dr. Stevenson, Geography; United States History; Orthography, including orthoepey, spelling and lexicology. (Under the direction of Dr. Stevenson, Professor W. S. Goodnough and Professor Joseph A. Scarritt prepared the reports for Drawing and Music, respectively.)

To Supt. Knott, Grammar and Arithmetic.

In addition to the foregoing, I have added a very brief outline of the School Laws of Ohio.

The report of this committee can not fail to be of great value to institutes throughout the State, and I therefore recommend it to institute committees, institute lecturers and members of institutes for general adoption, subject to such modifications only as local circumstances may require.

LEROY D. BROWN,
State Commissioner of Common Schools.

REPORT OF THE COMMITTEE.

PURPOSES OF THE SYLLABUS.

It is not the design of the following syllabus to treat any of the subjects taught in institutes in detail. To do so would involve a large possibility of making the instruction mechanical. The committee recognizes the supreme importance of giving such instruction a liberal trend; in other words, that it should be stimulating to the best powers of those who are to receive it. It is believed by the committee that this liberal trend will not prove adverse to exactness of knowl-

edge, but on the contrary will promote it by encouraging independent thinking on the part of the learner. It has been felt, however, that institutes may be made a still more powerful and beneficial agency in our school system, by securing for the work done in them more method and symmetry. It is hoped that the syllabus here submitted will prove not an altogether useless or unwelcome contribution to this end. It will at once be seen that all minutiae and illustration in the teaching of the several subjects are remitted to the instructors of the institute. It is no part of the purpose of this syllabus to encourage institutes through its means to entertain the idea of dispensing with the best teaching talent that can be secured. Any contrivance having such an end in view would endanger the usefulness of the whole institute system.

THEORY AND PRACTICE.

The Institute: (a) Its purposes; (b) the means by which these purposes are to be realized.

Program.—Since the wants of institutes differ very considerably according to locality, and even in the same locality in different years, it is not generally best to fix upon an inflexible program in advance for the work of the session. If we add to these reasons the further facts that the instructors employed from time to time differ as to their specialties, it is still more apparent that the interests of an institute will be best conserved by allowing some freedom in prescribing the work of each day and in the method of doing it. It is recommended, however, that the program of each day's work be placed upon the black-board, as early, at least, as the preceding day. Any necessary change in the program should be announced at the earliest possible moment.

The management of the institute should always assign to the instructors the subjects in which they are strongest. To assign them subjects in which they are not, to some extent, specialists, is to fritter away opportunities for good, and kill out the best aspirations of the institute. It is always wise to add the instructors to the regular committee on program. The true purposes of an institute are of the highest importance, and the hours of the sessions should be crowded with instruction and the discussion of educational themes. While the social element should receive due consideration, the institute should never be permitted to degenerate into a place of mere amusement. Neither should time be spent in the discussion of points of order, and the time allotted for business should be reduced to a minimum.

It is recommended to all instructors to encourage questioning on the part of members, either whilst the lesson is going on, or at its

close, or both. A "Question Box" often adds greatly to the interest and usefulness of an institute. But no questions should be considered which do not relate to the branches taught, or to methods of instruction and school management.

Education: (a) General definition; (b) definition as restricted to school work.

NOTE.—in the following syllabus reference is had to school education only.

Divisions: (a) physical, (b) intellectual, (c) moral, (d) religious.

NOTE.—The boundaries between these divisions are not always clearly marked. On the contrary, they often shade off into each other; as for example, the cultivation of the senses is both a physical and mental process,—mutually retroactive.

Physical Education: (a) Cleanliness of school-room and pupils; (b) ventilation and light; (d) exercise and rest.

Intellectual Education. General Laws: (a) No development without self-activity. (b) No acquisition without attention. (c) No retention without repetition. (d) No recollection except through the laws of association. (e) No high attainment except through proper stimulation.

Prerequisites for Successful school Work: (a) heat and well-cared-for school-rooms; (b) comfortable furniture; (c) light and pure air; (d) proper temperature; (e) cheerful surroundings; (f) quiet; (g) proper classification of pupils.

The Recitation. Purposes: (a) To ascertain whether the pupil has made the subject matter of the lesson his own; (b) to enable the teacher to clear up obscurities, and to add new matter to that of the textbook; (c) to enable the pupil to see the subject from many points of view.

Methods: (a) Attention should be concentrated on the work in hand; (b) should be thoughtful; (c) should be prompt; (d) should be by the pupil, not by the teacher; (e) should be in good form and language; (f) suggestive questions and mechanical processes should be avoided.

Results: (a) Increased stores of useful classified knowledge; (b) unfolding and strengthening of the reasoning powers; (c) refinement of the feelings and cultivation of the tastes.

Examinations. NOTE.—These take a wider sweep than the daily recitations, which in a very restricted sense only can be called examinations.

As to frequency.

Kinds: (a) oral; (b) written.

Purposes: (a) To ascertain to what extent the pupil has made the ground gone over his own possession; (b) to learn the character of the mental training produced by the exercises and other school influences the pupil has gone through.

Qualities of questions used: (a) Should be clear and concise; (b) should reach out for principles as well as facts; (c) should be broad and generous, looking toward intellectual freedom.

Moral Education. Foundation: (a) Training of the Will into correct feelings and habits; (b) training of the intellect into a correct view of the world.

Result: Character.

NOTE.—The following classification is that of Dr. W. T. Harris, as set forth in his great essay on Moral Education in Schools:

1. Mechanical virtues; 2. Moral duties or habits; 3. Social virtues or duties; 4. Celestial virtues.

Mechanical Virtues: (a) Punctuality; (b) regularity; (c) silence.

Social Virtues or Moral Virtues proper: (a) Duties to self; (b) duties to others.

Duties to Self: (a) Cleanliness, neatness in person and clothing, temperance and moderation in the gratification of the appetites; (b) self-culture; (c) industry.

Duties to others: (a) Courtesy; (b) justice; (c) obedience to law.

Celestial Virtues. NOTE.—In the cultivation of these virtues is found that sphere for unsectarian religious instruction, which not only properly belongs to a school training but is an essential part of it.

These virtues are, (a) Faith, (b) hope, and (c) charity. From faith springs reverence, from faith and hope, belief in individual immortality; and from charity a devotion to others; from the three the highest manhood,—purity of act and thought.

On the foregoing principles and purposes is based—

School Government. Divisions: Purposes; conditions; means.

Purposes: (a) To give all a fair chance to work; (b) to train to obedience to law; (c) to train into moral habits.

Conditions. (a) The teacher must have mastery of himself; (b) must have skill in applying his personal power in governing others; (c) must apply the law with impartiality.

Means: (a) Systematic method of working, embracing the mechanical movements of the school, program of recitation, and punctuality; (b) pupils must be kept busy at profitable work; (c) they must be trained into a high sense of honor, into decency of language and conduct, into truthfulness, and into good manners; (d) must be taught

to respect themselves, and in consequence should receive respectful treatment from their teachers; (e) these pupils should be held with a steady hand.

Penalties: (a) Punishments should, as far as possible, correspond in nature with the offense; (b) corporal punishment; (c) temporary suspension from school; (d) expulsion.

READING.

Divisions: (a) Mechanical; (b) intellectual; (c) æsthetic.

Mechanical Reading. Methods: (a) Word; (b) phonic; (c) alphabetic; (d) combination of the three.

Begin with short lesson on an object. Then take the word representing this object. Analyze the word into its phonic elements. After a time learn the names of the characters representing these elements.

Writing should begin at the same time with the beginning of instruction in reading. Script letters should be used. Reading from the chart should follow blackboard work. As soon as the child is able to form a sufficient number of letters, written spelling should begin. First the spelling of single words, then of dictated sentences. Copying from the reader. Special attention should be given to the correct enunciation of the elementary sounds and the pronunciation of words, and to phrasing or grouping words.

Intellectual Reading. Meaning of words and phrases—obtained (a) from the teacher; (b) from the context; (c) by paraphrasing; (d) from the dictionary.

Emphasis: (a) Stress of voice; (b) rhetorical pause; (c) movement of the voice; (d) gesture.

Inflection.—Rule: Follow nature.

NOTE.—A general fault among pupils is to drop the voice at the comma. Too much care cannot be taken to prevent this fault in the earliest stages of instruction, as there can be no greater obstacle to the making of good readers, and it is the most difficult of bad habits to overcome.

Æsthetic Reading. Same means as in intellectual reading, with greater attention to quality of voice and pitch. As this kind of reading appeals more to the emotions than to the intellect, great pains should be taken to lead the reader into sympathy with the writer.

NOTE.—Too much stress can not be laid upon sight-reading throughout the whole course of instruction. Success in this requires an abundant supply of supplementary reading matter. It may be laid down as an educational axiom that reading cannot be taught from the text-book alone.

Some general rules for teaching reading:

1. Teachers should bear constantly in mind that this is the most important of all the branches of a curriculum of study.
2. The standard for good reading in narrative and colloquial writing is that of the conversation of cultivated people. In æsthetic reading it takes on a higher and more emotional tone.
3. Each pupil should read so as to be heard by the whole class.
4. Pupils should never be allowed to occupy an awkward position while reading.
5. Corrections should be made after, not during the reading of the pupil.
6. There should not be too much correction.
7. Some one leading purpose should be held in view in giving instruction, this purpose being changed from time to time, as the wants of the class may demand.
8. Where the leading class is large, it is wise to divide it into two or more sections for recitation, classified according to deficiencies. These sections, though, should at intervals, be heard recite together.
9. There should be special drill to overcome certain defects or perfect certain excellencies.
10. Pupils should be drilled on lists of words frequently mispronounced or misspelled.
11. Tests to determine whether pupils understand what they read should be constantly applied.

COMPOSITION.

1. Oral sentences about objects and pictures.
2. Written sentences about objects and pictures.
3. Combination of these sentences into a connected description.
4. Description of actions performed by the teacher.
5. Filling of blanks in sentences.
6. Paraphrasing.
7. Reproduction of matter read or told by the teacher.
8. Writing of letters.
9. Narrative writing, especially of events within the pupil's own experience.
10. Description of natural scenery, interweaving with it from time to time historical or imaginative events.
11. Resume of lessons or topics treated in the text-books.
12. Writing of themes.
13. Elementary Rhetoric: (a) Diction; (b) some of the most common figures, as metaphor, simile, etc.; (c) style.

14. Much copying of elegant extracts from the best authors, both in prose and verse.

NOTES.—A good use of the language can not be acquired by theorizing; it can only be acquired by practice. Hence all hopes of success must rest on much writing. A composition once a month amounts to but little. Two short compositions a week will not be too many. The magnitude of the work of attaining unto a free expression of thought cannot be over-estimated.

It is not intended that the pupil in any part of the above course shall be embarrassed by the obtrusion of grammatical technicalities.

GEOGRAPHY.

Preparation for the Study.

1. Lessons on place, relative position, direction, and distance.
2. Words of place, as; on, above, between, under, below, behind, around, over, across, etc. (a) Illustrations of their use by objects. (b) Illustrations of the use of the terms, right, left, middle, center, corner, etc. These may be taught in the drawing lessons, and by the use of the slate, desk, table, and school-room.

Direction and Distance.

Illustrations of the terms, near to, far from, nearer to, farther from, how near? how far away? how far? a long way off, etc.

Measurement—to be taught in drawing: Length, breadth, height, depth, inch, foot, yard, or centimeter, decimeter and meter. The children should have rulers both common and metric.

Illustrations of the use of a scale.

Plants and Animals.

1. Lessons on plants and animals which come within the observation of the children.
2. Fruits and vegetables to be found in the market.
3. The three kingdoms, viz., animal, vegetable, and mineral, illustrated by objects.
4. Lessons based on the knowledge of children about land, water, and air.
5. The uses of these for living, traveling, clothing, etc.
6. Forms of land, as; hill, valley, island, garden, field, etc.
7. Forms of water, as; brook, creek, river, pond, cloud, fog, rain, snow, ice, hail, dew, frost, etc.
8. Air, atmosphere, wind. The terms light, heat, cold, day, night, week, month, year, spring, summer, autumn, winter. The children

should be taught in the drawing lessons the terms circle, circumference, diameter, diagonal, sphere, hemisphere, angle, triangle, etc.

9. Lessons on what they have seen the people doing, occupations, the different kinds of people as to appearance, dress, manners, customs, etc., etc.

Primary Geography.

A text-book may or may not be used.

1. The starting point should be the facts the children already know.

2. Through the child's knowledge that an object can be represented in a picture, he can be led to understand a simple map.

If he has seen a brook, a creek, a river, a pond, a lake, farm land, wood land, hill, valley, town, city, he can be led to understand by a map what he has not seen,—from the known to the unknown.

SUBJECTS AND ORDER OF STUDY.

1. School-room. 2. School-grounds. 3. Town or city. 4. Township and county. 5. Ohio. 6. Adjoining States. 7. United States as a whole. 8. United States in sections. 9. United States in groups of States.

ORDER OF STUDY.

1. Position as shown on a good map of North America. 2. Outline map to be drawn by the children. 3. Surface—mountains, valleys, plains, etc. 4. Drainage—Lakes, rivers, etc. 5. Climate. 6. Vegetation. 7. Animals. 8. Inhabitants. 9. Industries and occupations. 10. Cities, modes of travel, etc. 11. Political divisions. 12. History and government.

METHODS OF STUDY.

1. Keep a good map of the United States before the children. Good maps issued by railway companies, which may be procured without cost, can be put into the hands of each child.

2. Imaginary journeys by the children, for pleasure and business. Starting point, home or other point.

3. Journey of an orange, lemon, banana, etc., to reach our homes in Ohio. Journey of bituminous and anthracite coal to reach our cellars; and many other articles which the different parts of the country produce.

4. Location of great battle-fields; the homes of great men, etc.

5. Avoid useless details, as the names and location of small towns, unimportant rivers, unless they are of historic value or throw light on

greater facts with which they are connected. The details on a map are for reference.

6. The children should be impressed with the value and usefulness of a map, and should have at this stage considerable skill in its use.

GEOGRAPHY FOR ADVANCED CLASSES. METHOD ANALYTIC.

1. Begin with the study of the surface of the earth as represented on a good globe. (a) The general distribution of land and water. (b) The Northern and Southern Hemispheres. (c) The Eastern and Western Hemispheres. (d) The Old and New World. (e) The continents, position and forms. (f) The oceans, positions and forms. (g) Relations of continents and oceans.

2. The shape of the earth as represented by the globe.

3. Great and small circles, equator, tropic, parallels, meridians, degrees of latitude and longitude.

4. Presentation of the same subjects from a map of the hemispheres.

5. The continents with adjoining islands may be taken up in the following order: North America; South America; Europe; Asia; Africa; Australia.

6. Subjects and order of study. (a) The physical element. (b) The inorganic element. (c) The organic element. (d) The political and commercial element. (e) The historic element. (f) The mathematical and astronomical element. (g) The collateral sciences. (h) The three great elements, viz., air, water, and land, and their relations in making the home of man.

DIRECTIONS.

1. Relative and not disconnected facts should be the principal subjects of study.

2. On the study of the political divisions, the standing and importance of a country, as to political power, commerce, education, etc., among the nations of the earth, should determine the amount of study to be given.

3. Pupils should be taught to be expert and intelligent in the use of a map, and taught to use an atlas as a book of reference in all studies containing geographical facts.

4. The teacher should keep constantly in mind that the innumerable enumeration of details of places, etc., in text-books, is for convenient reference and not for study.

HISTORY OF THE UNITED STATES.

Preparatory Work.

1. Interest in history is manifested by the child's love of sto-

ries ; one who is a good story-teller has one of the highest qualifications for teaching history.

2. Instruction in history through story-telling and reading by the teacher, and reproduction by the children, should begin in the primary grades.

3. The material may be grouped about the biographies of eminent men and women ; important battles ; a pure narrative of adventure, of travel and incidents, of the heroic in public and private life.

4. A course of systematic reading within the domain of history, especially the history of the United States, should be prepared by the teacher for the pupils.

5. The geography of those portions of the United States where great events have transpired, battle-fields, homes of great men are located, should be studied with more thoroughness in all details. Historic study gives occasion to teach the practical value of geography.

6. History of the United States in primary classes may be begun and the same order followed as in geography ; as,

1. The history of the home, the township, town, city, county.

2. The history of the State of Ohio. (a) The Ordinance of 1787. (b) The Northwest Territory. (c) The reservation of lands by other States. (d) The different purchases of lands within the present limits of Ohio. (e) The first settlements. (f) Hardships and adventures of the early pioneers. (g) Struggles with the Indians. (h) Territorial government. (i) Admission to the Union. (j) Education and Religion. (k) Growth, progress, etc., etc.

Advanced Classes.

1. Course one year. The pupils are presumed to have a text-book for their guidance in study.

2. Each pupil should be required to read two or three different authors on the same topic. This will lead to memorizing the thought instead of the words of any particular author.

3. The pupil should be encouraged and urged to look for information beyond the text-book.

Topics.

1. Geography of America. Geographical reasons for the discoveries being made from the East and not from the West.

2. The Natives of America at the time of the discovery.

(a) Those having a knowledge of farming, road-making, building, and working in gold and silver have been called *civilized*. They were the Peruvians, Muyscans, Mexicans, and Hasculans.

(b) Those having some knowledge of the useful arts have been

called *half-civilized*. Those living on islands and the adjoining mainland made this group.

(c) Those who had no knowledge of the arts but lived like wild beasts, have been called *savages*. These were the Red Indians with whom the English settlers had to deal.

3. Effects of the discoveries of the Mariner's Compass; Gunpowder; and the Art of Printing.

4. The condition of nations of Europe just before and at the time of the discovery of America. The spirit and the investigations which led to the great discovery.

5. Period I,—Discoveries by the Spanish; French; English; Dutch; Period II,—Settlement. Period III,—Colonization. Period IV,—Colonial history. Period V,—Colonial Resistance. Period VI,—The Revolution. Period VII,—The Confederation. Period VIII,—The Constitution.

1. A careful analysis of each of these periods should be made by the teacher if not given in the text-book; and the time and study devoted to each event should be measured by its relative importance.

2. More time than is indicated by the ordinary text-books should be given to the VII and VIII periods. The teacher and pupils will be greatly interested and benefitted by reading the biographies contained in the series of books known as the "American Statesmen," and the "American Men of Letters."

3. "Chronology and Geography are the two lamps of History," yet the memory should only be burdened with the chief events and epochs.

4. The virtues and vices of great men should be presented in such a manner as to cause the former to be remembered and imitated, and the latter to be pitied and shunned.

Objects.

1. The teacher should keep in constant view that the chief objects in teaching this important and interesting subject to the youth in the public schools is to form character, instill patriotism, and to make intelligent, honest and useful citizens.

2. To pre-occupy the minds of the youth with a genuine love for historic reading, is to shut out all the evil influences resulting from the perusal of corrupt and dangerous literature.

ORTHOEPY.

1. Importance of a correct pronunciation.

2. Difficulties. (a) Errors of home training. (b) Pronunciation varies in different countries of English speaking people. (c) Defect-

ive vocal organs. Results: Lisper, stammering, etc. (d) The same characters representing different sounds.

3. The standard of pronunciation.

4. How do children acquire a correct pronunciation? (a) Young children learn by imitating parents and teachers. (b) Older children by imitation and by the intelligent use of a standard dictionary.

5. All errors in pronunciation occurring in conversational and reading exercises should be immediately noted and corrected.

6. Objects to be kept in view: (a) To awaken an interest in the study of Orthoepy. (b) To secure uniformity of teaching in the schools. (c) To train those in the schools to a uniform and correct pronunciation. Articulation is the basis of a correct pronunciation.

Good articulation is best secured by phonic analysis or by drill exercises in the elementary sounds.

ORTHOGRAPHY.

Divisions: 1. Elementary sounds. 2. Letters or representatives of sounds. 3. Syllables. 4. Accent. 5. Spelling. 6. Punctuation.

Classification of sounds. Vocal; Sub-vocal; Aspirate. These sounds are represented by:

1. Letters,—vowels and consonants.

2. By diacritical marks—macron, breve, bar, cedilla, etc.

Letters are combined into syllables and words.

The order of teaching is, 1. The sound. 2. The representative of the sound. 3. Combining these representative symbols into words and syllables. 4. Combining syllables to form words. 5. Putting words together to make sentences. 6. Reading with understanding.

Form and style of letters used.

1. Capital and small.

2. Roman; Italic; Old English; script.

Words: Primitive; Derivative; Compound.

2. Composition of Words.—Stem; Prefix; Suffix.

Syllabication.—To be taught orally and by writing.

Spelling.—Correct spelling depends upon the cultivation of:

1. Memory.

2. Oral spelling cultivates the sense of hearing alone.

3. Written spelling cultivates both the sense of hearing and sight.

Selection of Words for Spelling by Sound and by Letter.

1. The words may be selected from a spelling-book. 2. Words used in conversation. 3. Words used in reading lessons. 4. Words used in all other school exercises. 5. Names of familiar things, fa-

miliar actions and qualities. 6. Every new word as it comes up in any exercise.

Methods of Teaching Spelling.

1. The Oral.—Advantages, the disadvantages.
2. The Written.—Advantages, the disadvantages.

Directions.

1. Every written exercise should be regarded as a spelling exercise.
2. A lesson of from ten to twenty words should be assigned as a special daily lesson in spelling.
3. Misspelled words should be given until they are mastered.
4. A word should be regarded as misspelled when the child fails to use the proper form of letter, capital or small; neglects to dot an i, cross a t, open an e, close an o, omits an apostrophe, hyphen, or any other mark which should be used.
5. Occasional lessons should be given in which the child should be required to divide the words into syllables.
6. Occasional lessons should also be assigned in which the pupils should be required to indicate the correct pronunciation by the use of the diacritical marks, and the marks of accentuation.
7. The rules for the use of capital letters and a few rules for spelling should be taught by induction.
8. No time should be wasted by teaching pupils to spell uncommon words of difficult orthography.

Lexicology.

The meaning of words may be taught by their use.

1. In conversation.
2. In all reading exercises.
3. In all lessons, mathematics, drawing, etc.
4. By means of objects and illustrations.
5. By means of popular definitions.
6. By an intelligent use of a dictionary.
7. By the study of synonyms.
8. By means of logical definitions.
9. By the study of the etymology of words, as stem, prefix, suffix.

Words whose meaning is not understood, are useless lumber. The children should be early taught how to use a dictionary, and to discover for themselves the correct pronunciation, proper spelling, and accurate meaning of words.

DRAWING.

I. Reasons why Drawing should be taught in the schools, and consequently in Institutes.

1. There are three successive stages in mental growth; Perception, Thought, Expression. Elementary education must reach these pow-

ers primarily through the senses. No single study deals more directly with perception than drawing. It has a recognized educational rank in the curriculum of the best schools, and should have a place in every scheme for elementary instruction.

2. It is an invaluable means of studying *form*, that inseparable characteristic of all that goes to make up the visible world.

3. It is a language—graphic, universal,—the only one common to all nations; the means of expressing thought in regard to form in nature, art, science, and industry.

4. It is an essential element of all industrial, mechanical, scientific, technical and art work, thus entering into a large proportion of the occupations of life.

5. Properly taught, it is to a great portion of people one of the most practical studies in the whole school course.

II. Course of Study in Drawing for Public Schools, Prepared by a Committee of the Art Department of the National Educational Association, appointed at the Saratoga meeting, July, 1883, and adopted unanimously at the meeting at Madison, Wisconsin, July, 1884. [For full report of Committee see National Association Proceedings for 1884.]

1. The chief educational points to be observed in the study of the forms of objects, and the thoughts to be expressed in regard to them are,

First, The actual forms of objects and how to represent them.

Second, The appearance of the objects to the eye, and how to represent that appearance.

Third, The enrichment of objects by ornamentation, and the principles relating thereto.

All other divisions of drawing range themselves readily under these three heads. A comprehensive course of study should make definite and evenly sustained provision for the development of these three divisions, so that, after the elementary primary work has been completed, the course should crystallize into the clearly defined subjects of *Constructive Drawing*, *Representative Drawing*, *Decorative Drawing*.

2. In Drawing there are two methods of execution, (a) by the free hand, (b) with instruments. The former is mainly used in representative drawing, as from objects, nature, and in pictorial work generally. The latter is mainly used in construction and industrial work, such as machine building, and architectural drawings, where great accuracy is required. Either method, or both, may be used in decorative work, according to its nature.

3. The time required for the best results is one hour and a half to

two hours per week in primary, grammar, and high schools, in lessons of twenty to sixty minutes, according to age of pupils.

4. For the best results, trained supervision of the subject is necessary, and suitable objects for instruction are required.

5. Cities should employ a special teacher to instruct the teachers, supervise the lower grades and teach the high school classes. The best results in primary and grammar grades are obtained by the regular teachers, with proper instruction and direction.

6. Several small cities or towns can unite in employing the services of a skilled special teacher, or they can engage one to come at stated times, three or more visits of one or more days each term, to give the teachers the necessary instruction and direct the work. They can also organize city or township institutes to furnish this instruction, or provide for it in the regular county institute.

7. Country schools will have to depend largely upon county institutes for the necessary instruction of teachers.

III. Course in Drawing for Institute Instruction and Normal Schools.

Practical Lessons.

1. Form lessons from solids, developing facts of form.
2. Position of pencil and body.
3. Elementary methods of giving lessons. (a) From objects. (b) From blackboard. (c) From copies. (d) From dictation. (e) Memory drawing. (f) Design.
4. Construction.
 - (a) Making the simple geometric solids of paper or other material.
 - (b) Top, front and end views, sections, details, developments of geometric solids and common objects.
 - (c) Working drawings of common objects, furniture, etc., drawn to scale.
- *(d) Architectural drawing.
- *(e) Machine drawing.
5. Representation.
 - (a) Placing sticks to make geometric forms.
 - (b) Cutting geometric forms from paper.
 - (c) Drawing objects showing but two dimensions.
 - (d) Drawing single objects in three dimensions, cylindrical, conical, rectangular, etc. Measuring in space with pencil.
 - (e) Groups of objects in outline.
 - *(f) Leaves or plants from nature in outline.
 - *(g) Perspective with instruments.
 - *(h) Models in light and shade.

*(i) Casts in light and shade.

*(j) Flowers or plants from nature in pencil or color.

6. Decoration.

(a) Simple arrangements with sticks.

(b) Simple variations of given figures.

(c) Original combinations of units. 1. Horizontal repetition. 2. Vertical repetition. 3. Repetition on an axis. 4. Repetition about a center. 5. Repetition in all directions, forming surface decoration.

(d) Designs to fill given geometric spaces, foliage used.

*(e) Botanical analysis for design.

*(f) Historical ornament, ancient, mediæval, modern; characteristics of.

*(g) Applied design in pencil, with brush or crayon, for textile fabrics, floor and wall coverings, pottery, wood, metal, stone work, etc.

Theoretical work given by talks and lectures.

1. Ideas concerning educational use of drawing in the three stages of mental growth, perception, reception, expression. Also of its practical value in the industrial world, and as an aid to the teacher in presenting other subjects.

2. Materials necessary in drawing and their care; when and how used; slates, paper, blackboard, clay, pencil, eraser, rule, compass.

3. Necessity in a fully developed course, from an educational and practical standpoint, of the three parallel lines of instruction, construction, representation, decoration.

4. Definition of each.

(a) Construction teaches the facts as to real shape and dimensions of objects, and how to make working drawings, from which the objects can be constructed.

(b) Representation teaches how to render objects pictorially, or as they appear.

(c) Decoration teaches the principles of decoration, and how to decorate surfaces and objects.

5. Talks on the practical application of,

(a) *Construction.* Illustrated by different grades of school work and by actual working drawings from the shop or factory, and by objects or portions of them made from the drawings.

(b) *Representation.* Illustrated by good examples of different grades of school work, and of draftsman's preparatory sketches for a piece of cabinet work or other structure.

*These subjects are of such an advanced nature that little or nothing can be done with them in the ordinary institute, but no normal or high school course is complete without them.

(c) *Decoration.* Illustrated by good examples of different grades of school work and by good designs in wall papers, carpets, dress goods, pottery, etc., etc.

6. Necessary appliances and apparatus for teaching drawing in various grades.

7. How to handle classes in the various subjects and in various grades. Examinations and marking.

8. What should be taught and how to introduce it. (a) In graded city schools. (b) In township schools. (c) In district or country schools.

9. By whom shall drawing in the schools be taught?

By the regular teachers, all of whom, regardless of previous special preparation or natural talent, can obtain good results, if properly instructed at institutes, teachers' meetings and elsewhere.

NOTE.—The above is a full and complete institute or normal school course. In the ordinary county institute of one week, the whole could only be covered in a general way, the elementary subjects being taught more or less thoroughly. To cover the whole course in institutes of one week, the same instructor should be engaged for two or more years or sessions.

In the institute of two to four weeks, it can be completed quite fully.

VOCAL MUSIC.

I. Learning to Sing at Sight.

To sing at sight, from the accepted notation, involves two varieties of mental action. Without them sight singing is impossible.

1. A correct conception of the relative pitch of sounds. Without this one will be certain to give wrong sounds and sing out of tune.

2. A correct conception of the relative length of sounds. Without this one will be certain to give wrong values, and, therefore, sing out of time.

II. Tune and Time. First teach these separately, then in combination.

III. Tune. 1. For acquirement of tune (relative pitch of sounds) nothing but the practice and comparison of musical sounds will answer. No amount of theory, no readiness or expertness in the interpretation of notation will, in the least, contribute to this acquirement.

2. The basis of pitch relationship is found in the scales—major, minor, and chromatic.

IV. Practice and compare the sounds of the Major Scale.

1. Scale, up and down, as a unit, or melody.

2. Scale as made up of eight units (sounds), each sound in connection with every other sound.
3. Sounds grouped in couples, with varied accent.
4. Sounds grouped in threes, with accent on the first of each successive three.

V. Names and Diagrams.

1. Necessity of a name for each scale-degree. Syllables, do, re, mi, fa, sol, etc., best.
2. Graphic representation of the scale, in ladder form, convenient and very useful.
3. Relation of one scale or key to another, graphically represented, thus producing "a modulator."

VI. Simple Notation.

1. Transition from graphic scale and modulator to staff and notes, natural and easy.
2. Learning tones and tone relations should always precede the signs which represent tones.

VII Time. While time, in music, includes the relative length of tones, its life consists, chiefly, in regularly recurring rhythmic forms, or successions of accent and non accent. Illustrate :

- 1st. By suitable language, having decided rhythmic flow.
- 2nd. On staff, by notes, rests, and bars (measures).
- 3rd. By showing learner that in the practice of scale tones he has thus been grouping sounds.
- 4th. By keeping time with a suitable set of motions.

VIII. Blackboard, Charts, and Books.

1. Blackboard always necessary. Should be lined with staff.
2. Printed, well arranged charts, great aids to all teachers, but especially to those of little experience.
3. A well graded system of books, containing suitable progressive exercises and songs, essential to success.

IX. Songs and Exercises.

1. Rote songs for beginners—their legitimate use and value.
2. Songs and exercises, in musical notation, to be read (sung at sight).
3. Songs in two and three parts.
4. Songs in various keys.

X. Guiding principle, throughout entire course,—MUCH PRACTICE, LITTLE THEORY, or, DO rather than SAY.

GRAMMAR.

I. Synthesis.

1. Definition of the declarative sentence.

The simple subject, that about which something is told.

The simple predicate, that which is told about the subject.

Formation of declarative sentences containing only simple subjects and simple predicates.

2. Definition of number. The singular means *one*, the plural *more than one*.

Rule: *The predicate agrees with the subject in number.*

Formation of sentences.

3. The parts of speech: the noun, the verb, and the adjective.

Formation of sentences containing these three parts of speech.

The adverb. Formation of sentences containing these four parts of speech.

The pronoun. Formation of sentences containing these five parts of speech.

4. Properties of the parts of speech: Number of nouns, pronouns, and verbs; case of nouns and pronouns; voice of verbs; and person of pronouns and verbs.

Formation of sentences containing elements of the first class: the subject, the predicate, the adjective, the adverbial, and the objective.

Distinction between simple and modified subjects and predicates.

Gender of nouns and pronouns.

Mode and tense of verbs.

Simple and compound verb forms.

5. The preposition. Elements of the second class. Formation of sentences containing elements of the first and second class, changing from one to the other.

6. The conjunction. Simple elements as distinguished from compound elements.

Elements of the third class. The simple sentence; the complex sentence, and the compound sentence.

7. Complete parsing of all parts of speech.

II. Analysis.

1. Classification of sentences. 1st, With respect to use. 2nd, With respect to form.

2. Classification of elements: 1st, principal and subordinate; 2nd, simple, complex, and compound; 3rd, first class, second class, and third class.

3. Analysis of simple sentences.
4. Analysis of complex sentences: 1st, principal clause; 2nd, subordinate clauses in the order of their subordination.

III. Abridgment.

1. Of objective clauses.
2. Of adjective clauses.
3. Of adverbial clauses.
4. Of subject clauses.
5. Of predicate clauses.

NOTE.—Probably no part of the study of grammar is more important, and at the same time more generally ignored, even by teachers of experience, than the subject of abridgment. It is the opinion of the writer, that at least one day should be spent upon this subject at every institute, and that teachers of advanced classes in our schools should give this subject much more attention than it usually receives. If space permitted, a full treatment of this important topic would be here attempted.

At least one-half hour each day, while the institute is in session, should be given to the practical work of composition, which in school should always precede the study of technical grammar.

ARITHMETIC.

I. Fundamental Operations.

1. Notation. 1st, Arabic; 2nd, Roman.
2. Numeration. Devices for increasing rapidity and accuracy.
3. Addition. Only like numbers.
4. Subtraction. Only like numbers. When does the answer denote difference? When remainder?
5. Multiplication. Which terms may be concrete?
6. Division. Which terms may be concrete? When is divisor concrete? Quotient?
7. Methods of proof of fundamental operations, and contractions.

II. Properties of Numbers.

1. Prime, odd, abstract, whole, etc., etc.
2. Relations of numbers: multiples, divisors, etc.

III. Common Fractions.

1. Definitions: Simple, complex, compound.
2. Parts: Denominator, two offices; numerator.
3. Reduction: Integer to fraction, fraction to lowest terms, etc.
4. Operations of addition, subtraction, etc., etc.

IV. Decimal Fractions.

1. Definition: a species of common fraction, etc.
2. Notation and numeration.

3. Devices to increase rapidity in above.
4. Operations.

V. Percentage.

1. Definitions: Base, etc., etc.
2. Abstract operations in percentage.
3. Applications of percentage.

VI. Compound Numbers.

1. Scales: Decimal, duodecimal, sexagesimal, irregular.
2. Tables of scales.
3. Reduction.
4. Operation.

VII. Mensuration.

1. Of length.
2. Of surface.
3. Of volume.
4. Of angles.

VIII. Involution and Evolution.

1. Raising to powers.
2. Extraction of roots.
3. Applications.

IX. Ratio and Proportion.

1. Simple Ratio; Compound Ratio.
2. Simple Proportion; Compound Proportion.

Appendix.

Greatest common divisor and least common multiple of fractions; circulating decimals; radices, etc., etc.

THE SCHOOL LAWS OF OHIO.

1. Extracts from the Ordinance of 1787; the Constitution of 1802; the Constitution of 1851.
 2. Declarations of Ohio governors in their messages.
 3. Recommendations of Samuel Lewis and his successors in office.
- See Taylor's Ohio School System.*
4. The Common School act of 1821; 1825; 1837; 1853.
 5. The School Law of 1873, with amendments thereto.
 6. The five classes of school districts.—Sec. 3885 of Revised Statutes.
 7. Change of district.—Sections 3893, 3894, *et al.*
 8. Election of members of boards of education and "directors."
 9. Duties of boards of education—to make estimate of amount of money to be levied for school purposes; to purchase school-house sites; to build school-houses; to establish schools; to make rules for the government of the schools; to determine course of study and textbooks; to appoint teachers, janitors, and other employes.

10. Duties of directors, limited almost entirely to the employment of teachers in township districts. Sections 3987, 4018, 4019, R. S.
11. Duties of clerks of boards of education and of county auditors.
12. Teachers' certificates, permanent and provisional.
13. Teachers' institutes, county, city, and associated. Sections 4086, 4087, 4088, 4089, 4090, 4091, 4092, 4093, R. S.
14. The State Commissioner of Common Schools, his election and his duties. Sections 354 *et al.*, R. S.
15. Miscellaneous laws relating to the school fund, public libraries, school attendance. etc. See Ohio School laws published in 1883, and supplement published in 1886.

Principles upon which the Ohio School System is Founded.

1. The system shall be thorough, efficient and general.
2. The aggregate wealth of the State shall school the children of the State.
3. The public schools shall be non-sectarian and non-political in their management.
4. The control of the schools shall be kept close to the people.
5. The State will protect the children against incompetent teachers by thorough examinations.

NOTES AND QUERIES.

"GET" A SERVICEABLE WORD.

Few words in the English language are capable of performing a greater variety of service than the word *get*. The following specimen of its capabilities, found in Worcester's unabridged dictionary, is given by Dr. Withers:

I got on horseback within ten minutes after I *got* your letter. When I *got* to Canterbury, I *got* a chaise for town; but I *got* wet through before I *got* to Canterbury; and I have *got* such a cold as I shall not be able to *get* rid of in a hurry. I *got* to the Treasury about noon, but first of all I *got* shaved and dressed. I soon *got* into the secret of *getting* a memorial before the board, but I could not *get* an answer then; however, I *got* intelligence from the messenger that I should most likely *get* one the next morning. As soon as I *got* back to my inn, I *got* my supper, and *got* to bed. It was not long before I *got* to sleep. When I *got* up in the morning, I *got* my breakfast; and then I *got* myself dressed, that I might *get* out in time to *get* an answer to my memorial. As soon as I *got* it, I *got* into the chaise and *got* to Canterbury by three, and about tea-time I *got* home. I have *got* nothing for you, so adieu.

COLLEGE OR NORMAL SCHOOL.

O. C. B. wants to know which, college or normal school, is the better place to prepare for teaching. Supposing each to be a good one of its kind, we

would say college first and normal school afterwards. If you can have your choice, but not both, take the college. Having the full benefit of college training, you can obtain by private study and practice all that the normal school could do for you. There may be those who have not the opportunity of a full college course, who would be greatly benefitted by a year or two at a good normal school. In any event, select a school in which there are honest and inspiring teachers. But after all, more depends on yourself than on the school. A strong desire to improve and a willingness to work are the great essentials. Without these, no veneering you can get at either college or normal school will avail you much.—ED.

“TO BE HIM IS IMPOSSIBLE.”

DEAR MONTHLY:—It is a long time since I have engaged in a grammatical discussion, though I have been “almost persuaded” to do so a number of times recently. It is more, however, than my frail nature can stand to see such an array of names in the last number without citing a single authority, disposing of the expression, “To be *him* is impossible,” as good English, when all that I have been able to find upon the subject teach me that the nominative form of the pronoun is the one to be used. I cite only a few authorities.

(1) “In an abridged proposition, the predicate nominative may remain unchanged, may be changed, but can never be dropped.

It remains unchanged in the nominative, relating logically (not grammatically) to the omitted or altered subject, when, in connection with the infinitive, it forms a verbal noun; as, That one should be a *thief* is strange. To be a *thief* is strange. Here, ‘thief’ is in the nominative after *to be*.”—[Green’s Ele. of Eng. Gram., p. 163, rem. (1), (2).]

(2) “A predicate noun follows the infinitive, or participle of the copula without a subject; as, To be a good *writer* requires practice. Here ‘writer’ must be considered in the nominative, unless we supply the words ‘for one’ before it; if such were the construction, it would be in the objective.”—[Id., p. 204, 9, (1).]

(3) “A noun or a pronoun used as the attribute in an abridged proposition, after the participle or the infinitive of the copula, must agree in case with the subject, or with any *equivalent* of the subject to which the abridged expression may be joined, except when the subject is changed to the possessive or is wholly dropped from the sentence; it then remains in the *predicate nominative absolute*.

Examples:—(a) ** (b) ** (c) ** (d) ***.

(e) In the *nominative absolute*, after the participle or the infinitive, the subject of the full proposition having no equivalent, and being wholly dropped from the sentence; as, ‘To be a *king* is to be a *sov-*

ereign.' 'Being a *scholar* is not being an *idler*.'"—[Green's English Grammar, pp. 209 and 210.]

(4) For additional authority see Bullion's, Holbrook's, and Swinton's Grammars.

I close with the following from Crosier's Digest of Infinitives and Participles, page 12 :

"Every infinitive has a subject expressed or omitted ; when expressed it is always put in the objective ; it is omitted when any word which the omitted subject, if expressed, would represent, is found in any part of the proposition upon which the infinitive depends. A noun or pronoun in the predicate after a copulative verb in the infinitive mode is put in the objective, if the subject of the infinitive is expressed, or if the word which the omitted subject would represent is in the objective, otherwise in the nominative.

Illustrations and Explanations : (1) I wish that *he* would be a *teacher*, abridged = I wish *him* to be a *teacher*. As there is no word in the proposition upon which the subordinate proposition depends, meaning the same person as "he," the subject of the subordinate must be retained. * * * As "to be," in the abridged form, has a subject expressed, the predicate-noun, "teacher," is in the objective.

(2) I wish that *I* could be a *teacher*, abridged, = I wish to be a *teacher*. * * * * The word in the principal proposition which the omitted subject, if expressed, would represent, is in the nominative ; hence teacher is retained unchanged in the nominative. * * * *

(3) I told [to] *him* that he should be a *teacher*, abridged, = I told [to] *him* [him] to be a *teacher* = I told *him* to be a *teacher*. In this sentence we also drop the subject of the subordinate proposition, as it means the same thing as "him," a word found in the proposition upon which the subordinate depends ; but as this word is in the objective, the predicate of the infinitive [teacher] is in the objective.

(4.) *His* desire that he might be a *teacher* is now gratified, = *His* desire to be a *teacher* is now gratified. Here teacher is in the nominative."

A. A. CROSIER.

Montrose, O., June, 1886.

QUERIES ANSWERED.

Q. 1, p. 288.—The term "porter" was first applied to a kind of malt liquor, about 150 years ago, because it was used mainly by porters and other laborers. The term "porter-house," applied to beef-steak, originated in this way : A keeper of a porter (ale) house in England served his guests with choice cuts of steak, so nicely trimmed and broiled that they became very popular, and the people of the

town began to ask the butcher for steaks like those he furnished to the porter house; and thus they came to be called porter-house steaks.

A. R. L.

Q. 2, p. 288.—“Which taking air” means “which being suspected,” or “found out.”

W. I. MILLER.

“Which taking air” means “which being noised abroad, or “which coming to the king’s ears.”

E. S. L.

Q. 3, p. 288.—Yes, and hold a session each Friday afternoon. Call in the parents and older brothers and sisters and friends of the school. Ask them to leave out their tobacco, and keep the same good order you do in regular school exercises. Let the school elect from its number a president, secretary and critic. The teacher should be elected critic, but any one in the school should be allowed to criticise a performance. Have orations, essays, declamations and debates.

Canaan Centre.

GEORGE B. RHOADS.

Why not? A literary society, well organized and successfully conducted, is a means of improvement which is not obtained in regular school work. It also furnishes a means of learning parliamentary rules.

A. A. PRENTICE.

Q. 4, p. 288.—Kansas is geographically the central State of the American Union. See Johnson’s Cyclopaedia.

A. A. PRENTICE.

I would say Jefferson County, Kansas.

A. N. SYMMES.

Q. 5, p. 288.—*As*, prep., shows the relation of “being” to “regard.” *Being*, participle, construction of a noun, object of “as.” *Teacher*, obj. in the pred. with “being.” *To be*, inf., cons. of adj., limits “he.”

R. H. DODDS.

“As” is an adverb and modifies “being.” “Being” is a participle used in the construction of an adjective and modifies “him.” “Teacher” is a noun in the objective case after “being.” “To be” is the neuter infinitive, used attributively after the copulative verb “seems.” Some authorities call “seems to be” a strengthened or complex copula. “Man” is a noun in the nominative case after “to be.”

Upper Sandusky, Ohio.

RICHARD F. BEAUSAY.

“Being a teacher” limits “him.” “As” is an introductory con., it introduces the adj. phrase “being a teacher.” “Being” is a participle, limiting “him.” “Teacher” is a noun, obj. case, and is used as an objective complement of “him.” “To be” is a verb in the infin. mode; with “seems” it forms a strengthened copula; it depends upon “seems,” and is an adv. element. Harvey, p. 149, Rem. 7.

Mineral Ridge, O.

A. A. PRENTICE.

Will not "as being a teacher" bear further study? Is there an ellipsis to be supplied?—ED.

Q. 6, p. 288.—*Of*, prep., shows relation of "why they sing" to "sense." *Why* is an interrog. adv., limits "sing." R. H. DODDS.

"Of" is a preposition and shows the relation of "why they sing" to "sense." "Why" is an adverb and modifies "sing." "Why they sing" is the clause object of the preposition "of."

Upper Sandusky, Ohio.

RICHARD F. BEAUSAY.

Q. 7, p. 288.—This, like all similar problems relating to the circle, can be solved only by approximation. By a trigonometrical solution, we find the length of a chord that cuts off one-third of a circle, radius being unity, to be .964266. Since all circles are similar, we have the following simple rule to find the length of a chord that cuts off one-third of a circle: Multiply the diameter by .964266. Hence, $.964266 \times 80 = 77.14128$, length of each fence. Also, $\sqrt{1600 - 1488.611184} = 10.554$ rds., distance of nearest point from center.

J. W. PFEIFFER.

Bolivar, O.

E. S. Loomis gets same answers as above, but does not think an arithmetical solution possible. We cannot use his solution for want of type to print some of the characters used.—ED.

Q. 8, p. 288.—As the rod moves up the chimney between two fixed planes at right angles to each other, every point of it, except the ends, describes the curve of an ellipse. $2 \times 4^2 = 32$; $\sqrt[3]{32} = 3.1748$; $4 \times 2^2 = 16$; $\sqrt[3]{16} = 2.5198$; $4 + 2.5198 = 6.5198$; $2 + 3.1748 = 5.1748$; $6.5198^2 + 5.1748^2 = 69.286347$; $\sqrt{69.286347} = 8.3238$ feet.

J. W. JONES.

South Bloomfield, O.

The shortest straight line which can touch the floor, arch and back-wall at the same time, is equal to the sum of the diagonals of two squares of which 4 ft. and two ft. are the sides respectively. $\sqrt{32} + \sqrt{8} = 8.48$ ft. This is the longest straight line which can be inserted up the chimney.

T. F. M.,

Same answer as that of J. W. Jones, and similar solution, by G. W. Brown, S. J. Brown, and J. W. Pfeiffer. The first answer received was that of J. W. Jones, given above. If the proposer of the problem deems the solution *sufficiently arithmetical*, he may forward the peck of peanuts (well roasted and express charges prepaid) to J. W. Jones, South Bloomfield, Pickaway Co., O.

E. S. Loomis writes, "I will add another peck of peanuts for an arithmetical solution, as I am unable to solve it by anything less than calculus. The problem may be found in calculus under the subject of "*maxima and minima*." Same order as above.—ED.

Q. 9, p. 288.—Cost = 100 percent and selling price = 75 percent. Cost by second condition = 100 percent + \$1.00, and selling price = 60 percent + \$.60. Then, 75 percent = 60 percent + \$.60; from which 15 percent = \$.60, and 100 percent = \$4.00, the cost.

Blanchester, O.

G. W. BROWN.

The hog was sold for 75 percent, or $\frac{3}{4}$ of the cost; but had it cost \$1.00 more, it would have been sold for 60 percent, or $\frac{3}{5}$ of the cost; hence, $\frac{3}{4}$ of the first cost equals $\frac{3}{5}$ of the second cost, and $\frac{5}{4}$ of first cost equals $\frac{4}{3}$ of second cost; but the difference between the second cost and the first cost is \$1.00; hence, $\frac{5}{4} - \frac{4}{3} = \frac{1}{12}$ of first cost = \$1.00, and the cost was \$4.00.

D. N. C.

Let x = first cost; then $\frac{3}{4}x$ = selling price. $x + \$1.00$ = second cost, and $\frac{3}{5}(x + \$1.00)$ = selling price. $\frac{3}{4}x = \frac{3}{5}(x + \$1.00)$, whence $x = \$4.00$.

E. S. L.

Same result and a variety of solutions by D. McVey, A. D. Beechy, M. F. Andrew, W. I. Miller, G. M. Hoke, J. W. Pfeiffer, Richard F. Beausay, R. T. Dennis, A. A. Prentice, J. H. Stoll, Lafe Jones, S. J. Brown, F. W. Somers, H. S. Bowsher, and T. F. M.

Q. 10, p. 288.—Had I sold the horses for \$1.00 each I would have lost \$.13 $\frac{1}{3}$, hence $\$12.00 \div .13\frac{1}{3} = \90 , selling price of each. $\$90 \div 75$ percent = \$120, cost of first horse. $\$90 \div 125$ percent = \$72, cost of second horse.

D. N. C.

Let 100 percent = selling price of each; 200 percent, of both. 25 percent gain on 1st, and 25 percent loss on 2d, gives 80 percent and 133 $\frac{1}{3}$ percent respectively for cost prices. 213 $\frac{1}{3}$ percent, cost, — 200 per cent, selling, = 13 $\frac{1}{3}$ percent loss = \$12; from which 80 percent = \$72 for cost of first, \$120 cost of second.

R. P. M.

Let 100 percent = the cost of the one sold at a loss; then 60 percent = cost of the other. 25 percent — 15 percent = \$12; from which 100 percent = \$120, and 60 percent = \$72.

D. McVey.

Beallsville, O.

Same result and a great variety of solutions by S. J. Brown, T. F. M., E. S. L., Lafe Jones, A. D. Beechy, J. W. Pfeiffer, A. N. Symmes, G. M. Hoke, W. I. Miller, M. F. Andrew, H. S. Bowsher, F. W. Somers, R. T. Dennis, Richard F. Beausay, J. H. Stoll, and A. A. Prentice.

Q. 11, p. 288.—Find solidity of post (frustum of pyramid), $8 \times 8 = 64$. $6 \times 6 = 36$. $\sqrt{64 \times 36} = 48$. $64 + 48 + 36 \times 1\frac{2}{3} = 5920$ cu. in., and one-half the solidity = 2960 cu. in. Produce the sides of the post until they meet on a point, forming a pyramid, and find the altitude. $8 - 6 = 2$. $2 \div 10 = \frac{1}{5}$. $8 \div \frac{1}{5} = 40$ ft, or 480 inches, the altitude of a pyramid of which the post is the frustum.

Find solidity of pyramid. $8 \times 8 \times 480 = 10240$ cu. in. $10240 - 2960 = 7280$ cu. in., the top of the pyramid after one-half the solidity of the post has been taken off. Similar solids are to each other as the *cubes* of their like dimensions; hence, $10240 : 7280 :: (480)^3 : x$. Solving the proportion and extracting the cube root, we have $428.402 +$ inches for the altitude of the smaller pyramid. $480 - 428.402 + = 51.598 -$ inches $= 4.299$ ft., which is the length to be cut from the larger end of the post for one-half the solidity. LAFÉ JONES.

Buena Vista, O.

Same result by J. W. Pfeiffer, E. S. Loomis, A. D. Beechy, S. J. Brown, and G. W. Brown.

Q. 12, p. 288.—Let x = units of work required to pick a row, and y that to dig a row. When the boy picks a row, he performs x units; and when the man digs a row he performs y units. But when the boy digs a row, he performs y units; and when the man picks three rows, he performs $3x$ units. Hence, $x : y :: y : 3x$; or $3x^2 = y^2$. Also $2y + 4x = 10$. From these two equations we find $x = 1.34$; $y = 2.32$. Therefore, the boy performs 3.66 units of work and the man 6.34 units; hence, man receives \$6.34, and boy \$3.66.

J. W. PFEIFFER.

Let x = value of the digging, and y = value of the picking. Then, $\frac{x}{y}$ = man's rate of picking, and $\frac{y}{x}$ = boy's rate of digging. (1) $x + y = \$10$. $\frac{x}{y} \div \frac{y}{x} = 3$. Solving these equations, we find $x = \$6.34$, value of digging, or man's share; and $y = \$3.66$, value of the picking, or boy's share. THOMAS F. MITCHELL.

Mount Pleasant, Ohio.

A. D. Beechy gets same result. Solutions given by G. W. B., E. S. L., and S. J. B. are incorrect.—ED.

QUERIES.

1. "This is your hour, and the *power* of darkness." What is the force of the word "power," and what is its grammatical construction?

2. Dispose of italicized words in the following sentences: The long grass of the prairie sometimes catches *fire*. It has all the contortions of the sibyl *without* the inspiration. His home lay *low* in the valley. W. C. BECKETT.

3. If 10 percent of a shipment of goods are destroyed, at what

percent above cost must the remainder be sold so that a profit of 20 percent on the cost of the whole may be realized? D. N. C.

4. Two poles standing on level ground are 40 and 60 ft. high, respectively. If ropes are drawn connecting the top of each with the base of the other, at what distance above the ground will they cross? Orangeville. R. E. B.

5. Given $\sqrt[4]{136 + x} + \sqrt[4]{136 - x} = 6$, to find x . J. W. P.

6. A tree 100 feet high stands 12 feet in the water; where must it break so that the top will just reach the bottom of the creek on a level with the root, if the stump and fallen part are 15 feet apart at the surface of the water? Solution by arithmetic. R. H. DODDS.

TEACHING CHILDREN TO THINK.

A. W. EDSON, ATTLEBORO, MASS.

As methods by which the teacher may train the pupils to think, the following may aid:

1. By the teacher's thinking. Activity provokes activity, and the original teacher will be very apt to have original and independent thinkers for pupils. A careful preparation of the lesson by the teacher will greatly aid the teacher in thinking during the recitation.

2. By a proper assignment of a lesson. Quality and quantity should be carefully considered, attention called to the leading points, new and unusual words. As a rule it is far better to assign the lesson at the beginning rather than in the hurry at the close of a recitation.

3. By proceeding from the known to the unknown. The child knows a great deal before he attends school, and the first work of the teacher should be to get a mental inventory of that child's mind. Then from what he already knows proceed to build.

4. By training in order (1) the perceptive faculties, especially sight and hearing; (2) the imaginative faculties, to fill the mind with pure and noble thoughts; (3) the reflective faculties. Reasoning before the age of ten or twelve is rote work, pattern learning, and likely to do much more harm than good.

5. By exciting the child's curiosity. Children are always glad to hear, to see, to learn new things, but their interest may be deadened by the teacher's doing too much of the work for them.—*Teachers' Assistant.*

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

We give a large share of our space this month to the "Syllabus" for institutes, prepared under the direction of Commissioner Brown. Teachers as well as institute instructors will find it full of helpful suggestions.

Here is a question for the theologians. It was proposed recently by a little girl of our acquaintance, evidently suggested by reflecting on the divine omnipotence. The question is this: Could God make a stone so big that he himself could not lift it?

The same little girl wanted to know, at the time of the last presidential campaign, whether it was not a Democrat that thanked the Lord that he was so much better than "this [Re] publican." She could not have known anything about Prohibitionists.

The members of the MONTHLY family and all their friends are modestly reminded of the opportunity afforded at the summer institutes for enlarging the circle. There is much room at the fireside and there are many poor forlorn ones out in the cold. Gather them in. A few good words and a little effort on the part of each will produce large returns in the aggregate.

Grateful to all our friends for their kind efforts in the past, we look with confidence for greater things in the future. Our trust in Ohio teachers has never yet been disappointed. On our part we promise unceasing and untiring effort to make the MONTHLY more and more acceptable to its patrons.

We have a strong suspicion that politics had a good deal to do with the rejection of Dr. Pesslee and the election of Dr. White, and we are sorry that so distinguished an educator should consent to become a tool of faction. When such eminent examples are set, what can the ordinary school board and teachers do but follow? If Dr. White sets an example of place-seeking and wire-pulling, what can we expect from the small men and women who are supposed to be more open to business and political influences.—*N. Y. School Journal*.

The *School Journal's* "suspicion" has led it into doing Dr. White a great injustice, as the *Journal* may see by reading his manly letter of acceptance. Dr. White never was the "tool of faction," nor did he ever set "an example of place-seeking and wire-pulling."

Martin Luther's estimate of the teaching profession was an exalted but just one:

"I declare that an industrious, honest schoolmaster or *dominie*, (call him what you will), who truly trains and teaches boys—such a man can never be sufficiently rewarded, nor can he be paid with money, as even the heathen Aristotle saith. Nevertheless, unto this present time he is shamefully condemned by us, as though he were nought and worthless, and yet we call ourselves Christians; but, for myself, if I could desist from my office of preaching, or were compelled thereto, I would prefer no other office to that of a schoolmaster or teacher of boys. For I know that, next unto the office of preaching, this work is the greatest and best, and most profitable; nay, I know not whether of the twain is the better—to break in old dogs and turn to righteousness old rogues, which is the hard task of the preacher, and oftentimes a profitless one to boot; but young trees can be better bent and trained, though it may chance that some break in the bending. Let it be reckoned as one of the highest virtues on earth, to educate faithfully other men's children; for very few, I might say none, will so educate his own."

The Cleveland board of education has taken ground against the employment of married women as teachers. At a recent meeting of the board a resolution was adopted, after protracted discussion, to the effect that the marriage of a lady teacher while in the employ of the board shall be notice of the cancellation of her engagement with the board. It is not a new thing for a board of education to seek to avoid responsibility by the adoption of a sweeping general rule; but the plan does not always succeed. If the marriage of a teacher interferes with the faithful discharge of her school duties, she should be set aside; but a rule excluding all married women is unjust as well as unwise. Some of the most faithful and efficient teachers in city schools are married women. There would be greater propriety in excluding some of those who want to get married but cannot.

An unsuccessful attempt was made to adopt a rule forbidding the employment in the schools of any but actual residents of Cleveland. This would have been more unwise and mischievous in its tendency than the other. The schools are for the children. It is the duty of the board of education to provide for them the best instruction obtainable for the money at their command, without any regard to who get places. It is no part of the business of a board of education to provide places for those who want to earn a living by teaching. Vacancies often occur which cannot be well filled without going abroad. Some communities have a surplus of teachers, others have not sufficient to supply the demand. There is, furthermore, an advantage to a system of schools in the occasional introduction of new blood. Too much "breeding in" tends to deterioration.

The following farewell address of Superintendent Hinsdale to the Cleveland teachers is characteristic of the man. We find it in one of the Cleveland papers.

"Teachers, this is the last teachers' meeting of the school year. In two weeks more the work will be finished and the year be ended. Then will come the long summer vacation, which will, I hope, bring you abundance of rest and reinvigoration. I wish to congratulate you on the good work you have done during the year, and on the patience and cheerfulness with which you have done it. May you be able to duplicate it many years to follow. This is the

last teachers' meeting in which I shall meet with you. On the first Monday in September, it will be four years since, in this hall, I first met the teachers of Cleveland, and entered on the duties of the superintendency. Somewhat more than one-half of the teachers present to-day were present then. These may remember that I then made you a short address, the substance of which was a promise that I would try my best, by diligence and devotion, to do something for the schools of the city, and by an honorable and manly bearing to win your confidence and esteem. From that day I have never faltered in my effort to keep that promise. How much has been achieved along either line, I leave it to others to say. I will not and would not disguise the fact that I should have been happy to lead you for a longer time in the noble work of education. But it was not to be. When you re-convene in September, another superintendent, a gentleman well known to you all, and needing no introduction from me, will meet and greet you. But I am not sorry that I came; fain would I hope that you do not altogether regret my coming. I have made many acquaintances and friends whom I shall cherish to the end of my life. I thank you for your respect and confidence. I thank you for the general disposition you have shown to co-operate with me in the work. I thank you from my heart for the many kind words that have come to me from you the past two weeks. I should be happy to think that something that I have said or done these last four years may help you in your work for years to come. And now I give you my benediction; and pray that you may have strength and courage, cheerfulness and faith, in full measure, so long as you are teachers, and to the end of life. Farewell."

Brother Vaile has a reply, in his issue of June 1, to Dr. Stevenson's letter on written examinations in our May number. We expected to reproduce it in the MONTHLY, and indeed promised to do so; but we have not been able to make room for it.

The appointment of a National Commissioner of Education seems almost as great an undertaking as the capture of Richmond. From present indications, it will take "all summer." We suggest Dr. Peaslee as the man the President has been waiting for.

The *Cincinnati Public School Journal's* editorial comments on the last report of the National Commissioner of Education, contained in its June issue, may be found in the March number of the OHIO EDUCATIONAL MONTHLY. A little stale, but still fit for use, it seems.

The meeting of the National Association at Topeka promises to rival the great meeting at Madison, two years ago. Preparations are going on on a grand scale. Ohio teachers now residing in Kansas are preparing to welcome and entertain royally all who may attend the meeting from this State. They have organized under the lead of State Superintendent Lawhead, himself an old Ohio teacher, who sends a most cordial invitation to Ohio teachers to come, assuring them that Kansas teachers, "formerly from Ohio," will take delight in making Buckeye educators welcome. A large tent will be used as Ohio headquarters during the session, where re-unions will be held, old acquaintances renewed and new ones formed, and a general good time had. Who would not be an Ohio teacher?

There are indications of a very large meeting of Ohio teachers at Chautauqua. From many quarters we hear of large delegations. It could hardly be otherwise. These annual gatherings are a renewal of strength and a revival of courage to many a weary and discouraged teacher.

In addition to information given in last issue about railroad rates, Secretary Day sends us the following:

The P. R. R. will fix the rate at two cents per mile each way (two-thirds rate,) to points at which connection is made with the N. Y., P. & O. These rates can be secured on presentation of certificate which can be had of Supt. H. N. Mertz, of Steubenville, O.

Tickets will be on sale as early as Saturday, June 26, and will be good returning until July 7, to members of the Association.

Railroads connecting with the N. Y., P. & O., are authorized to sell tickets over that line at the rates given heretofore. It is expected that all roads will make the same rates as last year with the addition of fifteen cents for the lake trip.

TEACHERS' EXCURSION TO THE NATIONAL ASSOCIATION,

To be Held at Topeka, Kansas, July 9 to 16, 1886.

The Ohio State Committee, appointed by the president of the Association, have made the following arrangement for teachers and their friends desiring to attend the great educational meeting at Topeka:

A *Special Train* via the I., B. & W. and Chicago & Alton Railways will leave Columbus, Ohio, at 3.10 P. M., Monday, July 12, 1886, and arrive at Topeka July 13th, where it will be met by members of the Reception Committee and conducted to hotels.

The rate of ONE FARE for the round trip has been secured, viz: \$20.75 from Columbus, and proportionately low from all other points in Ohio.

Those contemplating this delightful trip are advised to consult their nearest ticket agent to ascertain whether he is supplied with tickets and one fare rate by the route above named. If the local ticket agent has not these tickets on sale, teachers should immediately write J. P. Bliss, ticket agent, Columbus, Ohio, who will furnish them.

This line is well supplied with chair cars and Woodruff Sleepers, and for safety, comfort and speed is not excelled.

As the special train from Columbus will be joined by delegations of teachers from Indiana and Illinois, it is desirable for as many Ohio teachers as possible to take this train at whatever points most convenient.

The *one fare rate* to the meeting of the Association, however, has been secured for all regular trains, and those not expecting to take the Special Train should write Mr. Bliss, that he may engage chairs or berths on regular trains from July 6th to 13th.

A special train will leave Topeka at noon, July 17th, via the "ATCHISON, TOPEKA AND SANTA FE ROUTE," for all summer resorts in Colorado and on the Pacific Coast. The round trip fare from Topeka to Denver, Colorado Springs, Manitou, Pueblo, etc., \$20.20.

The round trip rate from Topeka to all California points via the Atchison,

Topeka & Santa Fe, including Los Angeles and San Francisco, has been fixed at \$50.

Special rates have been secured at hotels and depot dining rooms and on the Chicago and Alton dining cars.

Be sure to purchase your tickets to Topeka and return via the I., B. & W., the Chicago & Alton and the Atchison, Topeka & Santa Fe route, and send your names early to Mr. Bliss for reserved seats, or berths, and for maps, circulars, or other information, all of which will be promptly and cheerfully supplied by him.

The above circular is indorsed and approved by

LEROY D. BROWN,
ROBERT W. STEVENSON,
CHARLES C. DAVIDSON,

Ohio Committee on Transportation to N. E. A.

Columbus, Ohio, June 1st, 1886.

Brother Vaile, of *Intelligence*, is disgusted. He says he is mad, and would like to bury himself for about four weeks out of sight and sound of business, but he can't raise money enough to pay the undertaker. He thinks he has just discovered what ailed Cowper when he cried,

O for a lodge in some vast wilderness,
A boundless contiguity of shade!

"He was editing a school Journal, and had become so tired of the education business, schools, books and papers, subscribers, bills, dead-beats and bread and butter, that just for a change he wanted to lose himself in another way, in a different kind of wilderness. * * * * His delinquent subscribers had all drawn their last months' pay before vacation and had gone off to enjoy it without sending him a cent."

And in this mood Brother Vaile shuts up shop, saying, "No more *Intelligence* until September 1!"

Come to Chautauqua, Brother Vaile, and calm your troubled spirit. There is a more peaceful atmosphere over this way. We find the path a little rough sometimes, but a steady, even pull generally moves the load along safely. There is a good sized mountain in front of us just now, but we hope to pass it in safety, and be trudging along the level on the other side by the first Monday of September. As soon as this number has been mailed we shall off to Chautauqua. There we shall make a brief report of the discussions and stuff our satchel with the papers read, shaking hands with a great many friends between times. Returning, we expect to work night and day, for two weeks, editing, punctuating, reading proof, revising, etc., that our usual double number for August may appear on time. July 19, begins an institute campaign of seven consecutive weeks, the September issue of the MONTHLY to come in as an appendix, on time. Withal, health permitting, we expect to be reasonably happy. Cheer up, Brother Vaile!

We announced in our last issue the election of Dr. E. E. White to succeed Dr. Peaslee in the superintendency of the Cincinnati schools. Whatever may be the popular verdict in regard to the wisdom of setting Dr. Peaslee aside, there can be but one opinion in regard to the choice of his successor. In this

the Cincinnati board has shown wise discrimination. The ability, experience, good judgment and heart demanded by the position are combined in Dr. White in eminent degree.

We print Dr. White's letter of acceptance because it exhibits another quality very desirable in the superintendent of a large system of schools, namely, a manly independence. It is a document which the Cincinnati board need have no difficulty in understanding.

CINCINNATI, O., June 5, 1886.

To the Board of Education of Cincinnati :

GENTLEMEN.—I have the honor to acknowledge the receipt of an official notice that, at a regular meeting of the board of education, held on the 24th day of May, I was elected superintendent of schools, and I beg permission to make the following answer thereto :

It is well known to all the members of the board that I have desired and advocated the re-election of Superintendent Peaslee, and all who have any personal knowledge of the facts, know that the use of my name in opposition to Superintendent Peaslee was not only without my authority or consent, but was in the face of letters (one addressed to the board) positively declining to have my name thus used. These letters were written to prevent my nomination against Superintendent Peaslee, and with the hope that they might secure his re-election. The members of the board who advocated my election at the second meeting, and expressed the belief that I would accept, if elected, will all say, I am confident, that this opinion was not based on any assurance given by me or by any one authorized to speak for me. I said to all who approached me on the subject that I did not desire the position, and could give no assurance that I would accept it. But I did not volunteer the announcement that I would not accept the position under any circumstances, for no such statement was demanded by any obligation, or would have been wise. We do not know what may be duty or interest in the future, and public service, especially in education, is sometimes a personal duty.

The board of education, for reasons which, as is to be assumed, the majority of its members deemed wise and proper, decided to make a change in the superintendent's office, and, notwithstanding my efforts to prevent such action, have tendered me the position—certainly a very unusual honor. It seems proper, however, to say that my election occurred under two well known circumstances, which I have felt and said would bar my acceptance, and for several days thereafter I felt that I was shut up to a declination, and the fact that I need the coming year to complete important literary work strongly inclined me to this view of duty. But a fuller knowledge of the situation and a deeper sense of my responsibility therein have fully convinced me that it is my clear duty to brush aside all cavils and personal considerations, and end a controversy which, in the judgment of the wisest of my advisors, is imperiling the best interests of the schools of the city. It becomes my duty, therefore, to inform your honorable body that I hereby accept the position of superintendent of schools, to which I have been elected.

I take this step with the hope that my action may meet the approval of the patrons and friends of the schools, and in the belief that I shall have the hearty support and co-operation of all the members of the board, and also of the principals and teachers. In case I am disappointed in this expectation I shall have the privilege of resigning, and I am so happily situated that I can, at any time, resume the work which I shall be obliged to postpone, when I enter upon the duties of the office. There is little in the position of superintendent of city schools that I covet, excepting the possible *opportunity* of doing the best work for their success and usefulness of which I am capable, and if this opportunity be denied me in these schools, then I shall not wish to remain in the position, even for one year.

Permit me, in conclusion, to return to the members of your honorable body my sincere thanks for their confidence, and in view of it, to say that I will try

to do the schools of the city no serious harm during a brief year's service as superintendent.

I remain, gentlemen, your most obedient servant,

EMERSON E. WHITE.

Cleveland too has a new superintendent. Mr. Hinsdale has been retired and Mr. Lewis W. Day has been chosen to succeed him. This was a surprise to Mr. Hinsdale's friends as well as to himself.

At a meeting of the board held May 17, the following report was made, signed by all the members of the committee :

"Your committee on teachers respectfully recommend that Mr. B. A. Hinsdale be elected to the position of superintendent of public schools, for a period of two years from and after September 1, 1886."

The rules were suspended to go into an election ; but after some discussion the matter was postponed to the next regular meeting.

At an adjourned meeting held June 1, the matter was taken up out of its order, the rules being suspended. The board went into committee of the whole to nominate, voting by secret ballot. The vote stood : B. A. Hinsdale, 9 ; L. W. Day, 11. The committee rose and reported to the board. The report was adopted by a vote of 14 to 6.

It is evident that "work" was done between these two meetings of the board. One member of the committee on teachers, who signed the report recommending the election of Mr. Hinsdale, subsequently labored and voted for his defeat. It is also stated that members who voluntarily went to Mr. Hinsdale and promised to support him, and others who, unsolicited, promised his friends to support him, cast their votes against him. As far as we can learn, no reasons affecting the good of the schools are assigned. Some, it is claimed, sought the vindication of Mr. Rickoff by the overthrow of his successor. Others had their personal grievances and spites because Mr. Hinsdale did not prove a ready tool in their hands. All these things seem to give good ground for the charge made by one of the Cleveland papers that the whole transaction "contains more of the elements of spite and treachery than any other instance connected with the administration of public affairs in Cleveland in many a day." It certainly bears on its face the marks of a very bad case of school "politics."

Mr. Hinsdale entered upon his duties as superintendent of the Cleveland schools four years ago with odds against him. He was without experience in any similar position ; and from the outset, there was in the board, in the community, and among the teachers a large element which, if not actively hostile, was, to say the least, not in hearty sympathy with him. And besides, there was on the part of his supporters an expectation that he would immediately make radical changes in the organization and general management of the schools, which, in the nature of things, could not be made and ought not. Mr. Hinsdale was too wise to undertake any such overturning as many of his supporters desired and expected. His course was conservative. He gave little attention to the outward mechanism of the schools, but sought to make the instruction less a matter of form and words and more of knowledge and thought. He aimed to affect the spirit and life of the schools, slackening the tension, diminishing the pressure and improving the tone. In the opinion of good judges he leaves the schools better in these respects than he found them, and could he

have been continued and supported in the work, his administration held large promise for the schools of Cleveland and the country at large. It must be conceded on all hands that, in all the history of education in Ohio, no stronger and sounder educational papers have appeared than those prepared by Mr. Hinsdale in the time of his connection with the Cleveland schools.

Of Mr. Hinsdale's successor, Mr. Day, nothing but good can be said; and we trust that in his arduous undertaking he will receive the support he deserves and needs. He has been connected with the Cleveland schools for the last eighteen years, most of the time in the capacity of supervisor, or assistant superintendent. His large experience and his intimate acquaintance with every detail of the school machinery give him an immense advantage, and his faithfulness and efficiency are known wherever he is known. There is little risk in predicting for him a successful career in his new position.

Since the foregoing was written, a copy of the *Cleveland Sun and Voice* has come to hand, containing an editorial *resume* of the situation. The view taken agrees very closely with that we have given. We quote a single sentence: "No one has a right to charge him [Mr. Day] with any responsibility in connection with Mr. Hinsdale's failure of re-election."

LANGUAGE CULTURE. (*Continued.*)

In my former paper on Language Culture, it was shown how every lesson was in one sense a language lesson, and there remain only a few points to be noticed in their special connection with grammar-school work in this respect. In the first place, too much written work is required that is of no special aid to correct or elegant expression. Time is wasted and penmanship spoiled, in writing, day after day, week after week, parsing and analysis, the correct forms for which could be acquired in a shorter time. The geography lesson can be written occasionally with pleasure and profit, providing the teacher aims to lead the pupil to express himself naturally and clearly, and to acquire the simple principles of punctuation as he needs to put them into practice.

Many educators lay down the rule that a teacher should always require her pupils to answer in a complete sentence. The teacher should follow the spirit, not the letter, of this rule. Where it has been slavishly, but not wisely, followed, the pupils will take the words of the teacher's question and almost invariably use them in the reply. It is well to aid little children by so stating your question that your words may help them in framing the answer; but as the pupils advance they should be trained to consider simply the meaning of the question and how to answer it with accuracy and clearness. In the graded schools, it is in the grammar schools where this matter needs the most careful consideration.

The strongest reason for aiming to implant in your pupils a love for good reading is its untold value upon character; but language culture, without an association with the masters of speech, is an impossibility. If you have reading pupils, you can soon have writing pupils. If you merely announce certain subjects, upon which essays are to be read at a certain time, without having led your pupils to general reading, or drawn out thought by intelligent conversation with them, you will either have rebellious pupils—in spirit, if not in act

—or you will have reproductions of the encyclopædia, painful to the mind and painful to the soul, when we think of all the immorality on the part of teacher and of pupil where such work is done.

Excuse me for plain speaking, but my sympathy is altogether with the pupils instead of with the teachers who do nothing to help their pupils to good reading and yet complain of the barrenness of their writing. I am not writing for those teachers who are so fortunate as to be where good reading rooms and libraries are at their service. If they do not use wisely their blessings, the sin against light is theirs. But where conditions are not so favorable get the list of books recommended by the North-Eastern Ohio Teachers' Association, for grammar or high school pupils, according to your position. See what your board of directors will do for you. I sometimes think these gentlemen are censured for not doing what they have never been asked to do. But if they fail you, try the scholars themselves, and all the time spend a little of your own money. After an extended observation and experience I am convinced that pupils will read and will read good literature, if the teacher works earnestly towards securing this end. If there is a desire to know what has been done, I am prepared to furnish facts. I have not a list of all the books read by my pupils when I was a teacher in the grammar school; but all the books on United States history that I owned (not less than six) were eagerly read, Franklin's autobiography was in constant circulation, books of travel were engaged for weeks ahead, and we had a Shakespeare club of boys who volunteered to remain one afternoon of each week, from four to five o'clock, and read with me. In my present high school we have a volunteer Shakespeare club composed of girls, reading one afternoon of each week, from four to five o'clock. Some young ladies attend every year of their high school course, so each year we vary somewhat the plays studied.

Last summer, before school closed for the vacation, I told my pupils that I wanted them to keep a list of the books read from June 1885 to June 1886, and that from time to time we should talk over some of the books read. I have just finished compiling the lists, writing each book read, and by how many pupils. As an encouragement to teachers who are laboring under disadvantages, let me state that few of these books are in our school library, which is only the old Ohio School Library,—whose poor condition is well known,—and that we have not a good city library. Books of reference are not included in the list.

Books read by five or more pupils:—Vols. 1 and 2 of *Spectator*, 5; *Little Women*, 8; *Jack and Jill*, 5; *The Queen of Sheba*, 5; several volumes of *Abbott's Histories*, 7; *The Last Days of Pompeii*, 10; *Poems of Burns*, 7; *On Studies and On Gardens*, from *Bacon*, 23; *Jane Eyre*, 10; *Poems of Bryant*, 7; *Aurora Leigh*, 5; *Pilgrim's Progress*, 5; *Ancient Mariner*, 30; *The Moonstone*, 5; *The Last of the Mohicans*, 6; *The Spy*, 5; *Pickwick Papers*, 7; *David Copperfield*, 14; *Oliver Twist*, 10; *Dombey and Son*, 7; *Christmas Stories*, 15; *Nicholas Nickleby*, 7; *Child's History of England*, 16; *Old Curiosity Shop*, 5; *The Mill on the Floss*, 9; *Romola*, 5; *Daniel Deronda*, 7; *Adam Bede*, 5; *Elegy in a Country Churchyard*, 23; *Personal Memoirs of U. S. Grant*, 5; *A Modern Instance*, 5; *Rise of Silas Lapham*, 5; *Twice-told Tales*, 15; *The Scarlet Letter*, 18; *Autocrat of the Breakfast Table*, 10; *Poet at the Breakfast Table*, 6; *Poems of Holmes*, 9; *Elsie Venner*, 24; *The De-*

serted Village, 35; the Vicar of Wakefield, 9; Arthur Bonnicastle, 5; Tom Brown's Schooldays, 5; Tom Brown at Oxford, 5; Irving's Life of Goldsmith, 10; The Sketch Book, 27; Tales of a Traveler, 5; Ramona, 5; Courtship of Miles Standish, 13; Evangeline, 19; Hyperion, 16; Hiawatha, 12; Shorter Poems, 18; Outre Mer, 6; Short Poems from Lowell, 13; Biglow Papers, 6; Lowell's Essay on Shakespeare, 5; Lucile, 18; Il Penseroso, 23; L'Allegro, 23; Paradise Lost, 5; Lalla Rookh, 10; John Hallifax, Gentleman, 10; Thaddeus of Warsaw, 5; Scottish Chiefs, 5; Ivanhoe, 13; Lady of the Lake, 9; Marmion, 5; Lay of the Last Minstrel, 5; Kenilworth, 6; Guy Mannering, 6; Macbeth, 6; Othello, 26; King Henry VI., Part I., 30; Richard III., 5; Merchant of Venice, 9; As You Like It, 24; Love's Labors Lost, 20; King Henry VIII., 7; Romeo and Juliet, 6; Julius Caesar, 5; Hamlet, 6; Coriolanus, 6; Stedman's Essay on Mrs. Browning, 6; Uncle Tom's Cabin, 15; In Memoriam, 6; Enoch Arden, 5; Maud, 5; The Princess, 6; English Humorists, 5; The Newcomes, 6; Underwood's Sketch of Lowell, 5; Snowbound, 7; Among the Hills, 5; Short Poems of Whittier, 17; Warner's Life of Irving, 5; Ben Hur, 7.

In many cases different works of the authors represented above have been read but not by so large a number.

Authors not represented in the preceding list, from whom pupils have read poems, essays, or books:—Edwin Arnold, Alison, Byron, Wm. Black, Carlyle, Coffin, Cross, Cowper, Cervantes, Defoe, Emerson, Eggleston, Franklin, Fronde, Hugo, Harte, Green, Gibbon, Hazlitt, Hume, Jean Ingelow, Kingsley, Lamb, Lossing, Lounsbury, MacDonald, D. G. Mitchell, Macaulay, Poe, Pope, Swift, Spencer, Stoddard, Bayard Taylor, Tourgee, Mark Twain, Trowbridge, Jules Verne, and Mrs. Whitney.

Atlantic Monthly, Century, and Critic on my table, for pupils' use.

MARGARET W. SUTHERLAND.

Mansfield, O., June, 1886.

EDUCATIONAL INTELLIGENCE.

—The State Board of Examiners will hold a meeting for the examination of applicants, at Columbus, beginning Tuesday, July 6.

—A newspaper speaks of "sweet girl graduates" as "bright eyed dears with bright ideas."

According to the Editor's note-book in *The Chautauquan* for July there are 1300 members of the Chautauqua Literary and Scientific Circle in Japan.

—The annual exhibition of the Columbus Art School, under the directorship of W. S. Goodnough, opened June 8, and continued several evenings. Diplomas were presented to five graduates, and certificates of progress were given to thirty other students. The year just closed has been one of the most successful in the history of the school, there having been an average attendance of 83 students.

—The old schedule of teachers' salaries in Columbus is maintained, after a long fight all along the line.

—Ten of the Massillon teachers expect to attend the Chautauqua meeting, and three, the meeting at Topeka.

—The New York *School Journal* has absorbed the *North-Western Journal of Education*, published at Des Moines, Iowa.

—Barnesville is agitating the question of introducing vocal music as a regular study in the various grades of the public schools. This is a question which has but one side. We would rather keep house without a cook-stove than keep school without vocal music.

—Those of our readers who are at all interested in art matters should visit Ryder's Art Galleries, in Cleveland. He has now on exhibition nearly a hundred paintings from the great New Orleans Exposition of the past two winters. His collection includes the work of both foreign and American artists, a part having been on exhibition at the Paris Salon and the London Royal Academy.

—The Board of Directors of the Ohio Centennial Exposition offer a premium of \$100 in gold for "the best plan, with all proper details and suggestions, for carrying forward to a successful issue the Ohio Centennial of 1888; competition to be confined to citizens or natives of Ohio; all plans in competition to be in the hands of the board by noon of August 3, 1886." Address A. A. Graham, Secretary, Columbus, Ohio.

—The schools of Centerburg, Ohio, under the superintendency of J. D. Simkins, held an oratorical contest on the evening of June 5, for the benefit of the school library. The pupils of each of the four departments chose two contestants from their own number to represent them in the contest. After the decision of the judges, the four successful speakers appeared on the stage and received badges of honor. These schools have been supplied with charts, globes, tellurian, book-case, and 150 volumes of good books, in the past year.

—Sir George Young, who recently appeared before the select committee of the House of Commons on the endowed school acts, opposed any periodical inspection of the schools, on the ground that it would tend to produce uniformity and routine. He recommended the establishment of a council, to be composed largely of teachers, charged with regulating, not inspections, but examinations—all examiners to be licensed. Mr. Fitch, on the other hand, advocated compulsory inspection, but would limit it to such matters as buildings and equipments.

—At the suggestion of Commissioner Brown, we call attention to some changes in the Ohio statutes, made by the last General Assembly:

SECTION 3987.—Authorizing boards of education to purchase or lease right of way to school-house sites. To take effect from and after its passage.

SECTIONS 4072 and 4075.—Setting apart *all* examination fees for the support of teachers' institutes, and providing for the payment of examiners' traveling expenses out of the county treasury. To take effect Sept. 1, 1886.

SECTIONS 4672 and 4673.—Authorizing boards of education to petition township trustees to lay out township roads to school-houses. In effect from and after passage.

—The Dayton teachers held their last social for the school year at the Soldiers' Home, on Saturday, June 19. Supper, toasts, "Home" theater, etc. filled

up the time. The superintendent says it was a 100 percent good time. Mr. Watkins responded to the sentiment, "The boy who can't learn and wont behave;" Mr. Burns discussed "The Prospect behind Us;" Mr. Loos, "The Prospect Ahead;" Mr. Kumler, "The School Board;" Mr. Robt. Steele, "The Old Board;" Mr. H. C. Marshall, "The Long Certificate;" Mr. Dustin, "The Lady Teacher." Adjourned for the summer with Auld Lang Syne.

—The following are the rules of spelling English words recommended by the English Philological Society and by the American Philological Association :

1. Drop the final e when it is phonetically useless, for example, giv, hav, etc.
2. Drop the phonetically useless letter from the digraph ea; as in hed, hart, for head and heart.
3. Drop the a from beauty.
4. Drop o from eo when the digraph has the sound of e, as lepard, peple.
5. Omit i from parliament.
6. Write u for o in above, some, etc.
7. Drop o from the digraph ou when it has the sound of u as in nourish.
8. Drop silent u after g in native English words, such as guard, guest, etc.
9. Drop final ue in catalogue, etc.
10. Substitute rime for rhyme.
11. Drop the final consonant in such words as egg, odd, etc., when it is phonetically useless.
12. Drop silent b in bomb, dumb, limb, debt, doubt.
13. Change c back to s in cinder, pence, etc.
14. Drop h in choler, school, etc.
15. Change d and ed final to t when so pronounced; as crost, past, wisht, etc.
16. Drop g in feign.
17. Drop h in ghost, aghast.
18. Drop l in could.
19. Drop p in receipt.
20. Drop s in island and aisle.
21. Drop c in scent.
22. Drop t in catch.
23. Drop w in whole.
24. Write f for ph when the digraph has the sound of f.

DEAR MONTHLY:—Please to acknowledge the following sums received by me since my report of May 22nd :

May 25, Sup. W. H. Ray, New Philadelphia, Tuscarawas Co.....	\$ 3.00
June 4, Clara Reed, Shane's Crossing, Mercer Co.....	3.25
" 4, Hannah M. Pierce, Delaware, Delaware Co.....	5.00
" 8, Supt. J. R. Rogers, Lorain, Lorain Co.....	4.50
" 14, Supt. W. H. Ray, New Philadelphia, Tuscarawas Co.....	4.00
" 16, Supt. W. S. Strickland, Clermont Co.....	25.75
" 18, Supt. F. Schnee, Cuyahoga Falls, Summit Co.....	3.00

Total..... \$48.50

The Board of Control will hold a meeting at Chautauqua.

Very truly,

E. A. JONES,

Cor. Sec & Treas. O. T. R. C.

—NEWARK'S NEW HIGH SCHOOL BUILDING.—We have been culpably tardy in recording what the good people of Newark have been doing for the rising generation in that city. They have erected and dedicated an elegant high school building. The formal dedication occurred in April last. The assembly room of the new building was handsomely decorated with flags and flowers, and well filled with a delighted audience. The first superintendent of the Newark schools, the first teacher in the high school, the first graduate of the high school, members of the board of education, and other prominent citizens occupied places on the platform. Addresses were delivered by Superintendent Hartzler, State Commissioner Brown, and others. Newark papers speak of the occasion as "a red letter day in the history of the public schools of Newark."

The lot, building and furniture, all complete, cost about \$60,000. The following description of the building is taken from the presentation address of E. M. P. Brister, Esq.:

"The prevailing style of architecture is colonial. It is built of Zanesville pressed brick, with trimmings of cut Berea-stone, and foundation of sandstone. Its dimensions are 98 feet front by 104 feet deep, and it is 106 feet high, to the summit of the tower. It contains a basement and two stories proper. The basement, in addition to the boiler room, work rooms, etc., contains two fine chemical laboratories, and two large gymnasias. On the first floor are four large school-rooms, each 28 by 39 feet, and accommodating some 70 pupils comfortably, together with two recitation rooms, each 25 feet square, and accommodating a class of 35 pupils. On the second floor there are two school-rooms, and one recitation room, of the same capacity as those on the first floor, besides a commodious office for the superintendent, and a large assembly room, 38 by 92 feet, with a ceiling 18 feet 6 inches high, and containing 540 comfortable opera chairs. The ceilings of the other rooms, on the first and second floor, are 15 feet high. The school rooms, not including the recitation rooms, will accommodate about 425 pupils. There are also cloak rooms, with lavatory, attached to every school-room; besides ample closets, fire plugs and other conveniences. The wood-work, throughout, is of the best natural hard oak, polished and rubbed, and forms one of the most beautiful features of the building. The building is heated by steam and lighted by gas, and has water connections in every room and on every floor. Some three miles of pipe have been used in the system of steam heating. An annunciator, in the superintendent's office, connects his office with every room in the building, so that immediate communication can be had with all parts of the building. The whole structure is thoroughly ventilated by four large ventilating stacks, going from the basement to the roof, with one of which every room in the building is directly connected. In addition to this, the ventilators at each steam radiator and at the top of the windows, furnish ample means for purifying the atmosphere and regulating the temperature of each room. The facilities for light, throughout the building, are unexcelled."

Commencements.—Akron high school, June 25—47 graduates. Quaker City, June 4—6 graduates—S. J. Finley, superintendent. Newark, June 17—20 graduates. Mt. Gilead, June 4—7 graduates. Baldwin University, Berea, O., June 17. Ashtabula, June 11—9 graduates. Buchtel College, Akron, O., June 24—Address before the Literary Societies by Prof. W. H. Venable. Wooster University, June 23. Ohio University, Athens, O., June 23. Monroeville, June 10—5 graduates. Mt. Sterling, June 11—6 graduates. Mt. Vernon, June 10—13 graduates. Kent, June 18,—6 graduates. North-Eastern Ohio Normal School, Canfield, O., June 24. Coshocton, June 10—16 graduates. Cincinnati Normal School, June 16—47 graduates. Washington C. H., June 23—14 graduates. Fremont, June 3—9 graduates. Minnesota State Normal School, Winona, May 26—58 graduates. Athens, June 4—5 graduates. Port Clinton, May 31—5 graduates. Greenfield, May 31—7 graduates. Dresden, June 2—7 graduates. Barnesville, June 3—11 graduates. Dennison, June 4—23 graduates. Wauseon, May 27—9 graduates—Address to the class by J. W. Dowd. Bridgeport, June 3—3 graduates. Lithopolis, May 21—4 graduates. Cambridge June 4—12 graduates. Gallipolis, June 10—6 grad-

uates. East Cleveland—Collamer, June 18—13 graduates. Dayton high school, June 21—33 graduates; normal school, June 25—15 graduates. Wadsworth, May 28—10 graduates. Sandusky, June 23—16 graduates. Medina, June 10—10 graduates. Massillon, June 23—10 graduates. Garrettsville, June 10—9 graduates. Lebanon, June 3—7 graduates. New Lisbon, June 11—7 graduates. Willoughby, June 17—10 graduates.

PERSONAL.

—C. F. Dean remains at Washington C. H., at a salary of \$1,500.

—George J. Graham, of Waynesville, succeeds O. W. Martin at Loveland.

—F. B. Dyer, recently re-elected at Batavia, goes to Madisonville, at \$1,350.

—E. S. Cox has been re-elected superintendent of schools at Pertsmonth, Ohio.

—Miss C. A. Stewart has relinquished her position in the Middletown high school.

—A. A. Prentice is to succeed L. P. Hodgeman in charge of the Mineral Ridge schools.

—R. W. Stevenson holds the fort at Columbus for two years more, at the old salary, \$3,000.

—John Ogden has been engaged for some weeks in a normal institute at Jackson, Ohio.

—R. E. Rayman has been unanimously re-elected principal of schools at Lithopolis, Ohio.

—Warren Craig, of Marlboro, has been employed as an assistant in the Warren high school.

—E. A. Jones will remain in charge of the Massillon schools another year, making sixteen in all.

—John W. Sleppy, for some years superintendent at Bowling Green, O., goes to Batavia, at \$1,000.

—O. W. Martin, some years superintendent at Loveland, goes to Morrow, Warren Co., at \$1,000.

—I. M. Clemens will continue in charge of the Ashtabula schools. Salary same as last year.

—E. C. Palmer has been unanimously re-elected superintendent of schools at Republic, Ohio.

—Arthur Powell, of Wadsworth, has been re-appointed on the board of school examiners for Medina county.

—J. L. Trisler and his entire corps of teachers have been re-elected, at Hartwell, a thriving suburb of Cincinnati.

—Peyton E. Cromer has been elected superintendent of schools at Bradford, Ohio, for a term of three years.

—S. J. Finley has been re-elected at Quaker City, with an increase of \$200. This will be his seventh year.

—E. E. Helms is to have charge of the normal department of the Fostoria academy, the coming year.

—Chas. P. Lynch, graduate of Allegheny College, has been elected principal of the Warren high school.

—Fred'k Schnee has been elected to continue in charge of the Cuyahoga Falls schools for another year.

—A. D. Beechy will continue in charge of the schools at Elmore, Ohio, having been re-elected to that position.

—Wilbur H. Bender, an Ohio boy, is a member of this year's graduating class at the Iowa State Normal School.

—W. D. Lash has been re-elected superintendent of the Zanesville schools, at a salary of \$2,000, an increase of \$200.

—F. H. Windate has been re-elected principal of the Camden schools for a term of three years, at an increased salary.

—F. P. Shumaker, of Galion, has been elected superintendent of the Mt. Union Public schools, for the coming year.

—J. E. Stubbs, superintendent of schools at Ashland, O., has accepted the presidency of Baldwin University, at Berea, O.

—Aaron Grady has served eight years as principal of the Wheelersburg schools, and has been elected for another year.

—Charles C. Miller, some years superintendent at Eaton, Preble Co., is to succeed S. F. DeFord at Ottawa. Salary \$1,000.

—R. E. Diehl, who has had charge of the schools of Vanlue, Hancock Co., for the past two years, will continue another year.

—John Hancock, of Chillicothe, W. J. White, of Springfield, and Elias Fraunfelter, of Akron, are among the re-elected.

—W. McK. Vance has been re-elected principal of the high school at Washington C. H. Salary \$1200—an advance of \$300.

—L. P. Hodgeman, for some years at Mineral Ridge, has engaged to take charge of the schools at Newton Falls, the coming year.

—W. S. Kennedy has served one year as superintendent of schools at Wauseon, Ohio, and has been re-elected for a term of two years.

—W. L. Shinn has withdrawn from the Akron Business College and bought an interest in the Forest City Business College, Cleveland, O.

—Lewis D. Bonebrake has been re-elected at Athens, with an increase. He expects to attend the meeting of the National at Topeka.

—D. McVey, who has already served twelve years as principal of schools at Beallsville, Monroe Co., Ohio, has been elected for another year.

—H. W. Compton, principal of the Toledo high school, has been chosen to succeed Mr. Dowd in the superintendency, at a salary of \$2,200.

—John H. McMillen, principal of the Xenia high school, has been elected principal of the academic department of Monmouth College, Illinois.

—Capt. Wm. S. Wood received a present of a gold-headed cane from his graduating class at Seymour, Ind., at the close of the recent commencement exercises.

—Mrs. L. D. Pinney and Miss M. E. Maltby, teachers in the Massillon high school, expect to spend vacation in Europe, sailing Saturday, June 26.

—W. H. Van Fossan has been re-elected for another year, at New Lisbon, Ohio. He is also one of the school examiners for Columbiana County.

—J. H. Lehman has been connected with the Canton Schools for sixteen years—eleven as superintendent. He has been unanimously re-elected.

—Mr. G. M. Hoke, of Bettsville, has been chosen principal of Green Spring schools. Mr. Hoke is said to hold the best county certificate in Seneca county.

—Frank J. Roller has resigned the principalship of the Lowellville schools to accept a principalship in Youngstown. S. W. Witman succeeds him at Lowellville.

—Dr. Aaron Schuyler, who resigned the presidency of Baldwin University a year ago, has accepted a position in the Kansas Wesleyan University. A loss to Ohio, a gain to Kansas.

—Jonas Cook, of Genoa, is to succeed William F. Kelly in the superintendency of schools at McArthur, Ohio. Mr. Kelly has accepted the superintendency at New Carlisle.

—Dr. E. E. White is conducting institutes in West Virginia. He has also engaged to address the Illinois School Principals' Association at Danville, Ill. His Ohio friends will miss him at Chautauqua.

—J. J. Jackson has received well-deserved promotion from the grammar school to the superintendency of the Garrettsville schools, succeeding John E. Morris who expects to spend next year in Europe.

—Byron E. Helman, for some time principal of the North-Eastern Ohio Normal School, at Canfield, Ohio, is now a member of the Burrows Brothers Company, Booksellers and Stationers, Cleveland.

—John E. Morris received from his graduating class a present of a very fine field glass, to serve him as an extra pair of eyes, while sight-seeing in Europe the coming year. He is to start about the middle of July.

—Dr. Alston Ellis will remain at Sandusky for another term of two years, at \$2,500 a year. An attempt was made to reduce the salary, but better counsel prevailed. 15 of the 20 members voted against reduction.

—The friends of Supt. John McConkie, of Port Clinton, will be pained to learn of the death of his wife, which occurred Saturday, June 12. Besides her husband, a son and three daughters mourn their great loss.

—J. P. Sharkey, who has taught the Paddy's Run schools for a number of years, has been elected superintendent of the Eaton schools at a salary of \$1,000 per year. Mr. Sharkey is a competent man for the position.

—S. F. DeFord, after a continuous service of fifteen years, retires from the superintendency of the Ottawa schools. He expects to enjoy a year of rest. At the recent commencement, the graduating class presented Mr. DeFord an upholstered easy chair.

—J. W. Dowd has resigned the superintendency of the Toledo schools, the resignation taking effect July 1. His term would not have expired for another year, but a promising business opening prompted his resignation. He is to

take the management of the Ruttan-Smead heating and ventilating company's branch office in Toronto, Canada. Mr. Dowd holds high rank among Ohio schoolmasters, and it is to be regretted that he has decided to enter another field.

—S. H. Herriman retires from the superintendency of the Medina schools. The Medina papers speak in very complimentary terms of his ability as a superintendent, his devotion to his work, and the marked advancement of the schools under his supervision.

—T. J. Mitchell, of Charlotte, N. C., conducted a normal institute at Florence, Ala., for three weeks, beginning May 31. The institute was held in the State Normal School building, the expenses being defrayed by an appropriation from the Peabody Fund.

BOOKS.

Old School-days. By Amanda B. Harris. 24 illustrations by Bodfish. Chicago: The Interstate Publishing Company. Price, 60 cents.

The days of old, especially childhood years, have a peculiar charm and delight for grown-up people; and none more so than "old school-days." In this book we are told about the happy times in the country schools of New England fifty years ago,—the picturesque old school-house, the slab benches, the "master" of the winter school and the "mistress" of the summer term; the bare-foot boys and girls, the "spelling-class" and the "English Reader class," and the plays—"Pison," "Green grow the rushes," etc.,—all these and more are told in a way to bring back many pleasant memories of the olden time.

The Synthetic Philosophy of Expression, as applied to the Arts of Reading, Oratory, and Personation. By Moses True Brown, M. A., Principal of the Boston School of Oratory, and Professor of Oratory, at Tuft's College. Boston and New York: Houghton, Mifflin & Co. Price, \$2.00.

The scope and purpose of this book are indicated by its title. Using as a basis Darwin's "Expression of the Emotions in Man and Animals," and Mantegazza's "La Physionomie et l'Expression des Sentiments," and adopting largely the nomenclature of Delsarte, the author endeavors to show how the philosophy of these great discoverers may be applied to the arts of reading, oratory, and dramatic expression. As the fruit of more than twenty years of study and teaching the book cannot fail to command attention. It is a philosophical study, not a mere hand-book.

Many Mistakes Mended: Containing two thousand five hundred corrections in Speaking, Pronouncing, and Writing the English Language, with Practical hints on Composition and Punctuation. New York: N. Tibbals and Son. Price, \$1.00.

Wrong use of words and phrases, words liable to be confounded, pleonasms, business and other letters, plurals, contractions, punctuation, correction of proofs, abbreviations, and explanation of foreign words and phrases are some of the heads under which mistakes are noted. The book would prove a valuable aid in acquiring the use of good English.

Grammar for Common Schools. By B. F. Tweed, A. M., Late Supervisor in the Boston Schools. Boston: Lee and Shepard.

In a hundred pages the author undertakes to give all the essentials of technical grammar requisite for a grammar school course. Assuming that pupils have been trained in the use of language until they can speak and write with considerable facility and correctness, he starts with the sentence, analyzing it into its elements according to the part that each performs in expressing the thought. The parts of speech are thus learned, and the subjects of arrangement, construction, inflection and its substitutes follow. Our impression is that teachers will find this an admirable elementary grammar, containing the most that is good with the least rubbish, of any book of its kind that has appeared in many a day.

Habit and Its Importance in Education: An Essay in Pedagogical Psychology. Translated from the German of Dr. Paul Radestock, by F. A. Caspari. With an introduction by G. Stanley Hall, Ph. D. Boston: D. C. Heath & Co.

There is no science of education that is not based on psychology, and no profession of teaching without a knowledge of its principles. Advance in education must be along the line of psychological study. The author of this monograph regards education as progressive habituation, and good habits as more important than even good principles. That which has become second nature or habit gives shape and tone to the character. The field is a fruitful one for the teacher, who will find this little book a most interesting and stimulating study.

Practical Recitations. Selections for Literary Exercises Appropriate for Reception-Days, Holidays, Poet's Birthdays, etc., Including Concert and Musical Recitations, and Dialogues from Popular Authors. By Caroline Le Row. New York: Clark and Maynard.

Brevity, simplicity, good sense and morality seem to characterize the selections in this book.

Monographs on Education. Many contributions to the theory or the practice of teaching are yearly lost to the profession, because they are embodied in articles which are too long, or too profound, or too limited, as to the probable number of interested readers, for popular magazine articles, and yet not sufficient in volume for books. D. C. Heath & Co., therefore, propose to publish from time to time, under the title of *Monographs on Education*, just such essays, prepared by specialists, choice in matter, practical in treatment, and of unquestionable value to teachers. They will be bound in paper covers, and sold at low prices. No. 1 of this series will be a paper on *Modern Petrography*. An account of the Application of the Microscope to the Study of Geology, by George Huntington Williams, of the Johns Hopkins University, and will be ready very soon.

Studies in General History. By Mary D. Sheldon. Teachers' Manual. Boston: D. C. Heath & Co.

Designed as an aid to teachers in the use of the authors General History.

The Child's Book of Health, in Easy Lessons for Schools. By Albert F. Blaisdell, M. D. Boston: Lee and Shepard. New York: Charles T. Dillingham.

If it is at all desirable to give lessons of this kind to little children, this book is admirably suited for the purpose.

Appletons' Standard Arithmetics.

I. *Numbers Illustrated and applied in Language, Drawing and Reading Lessons.* An Arithmetic for Primary Schools. By Andrew J. Rickoff and E. C. Davis. New York, Boston, and Chicago: D. Appleton & Co.

In no other primary arithmetic have we seen the objective and illustrative methods so skilfully and so fully carried out as in this one. As a manual for teachers it is invaluable. Every primary teacher and every student of methods of instruction should have it. We hesitate to express an opinion of its merits as a working text-book in the hands of pupils. With a skilful teacher fully imbued with the spirit of its methods, it may be excellent, but it is so radical in its plan and methods as to raise a doubt in our mind. At any rate, a thorough test in the school-room will be worth more than an *a priori* opinion. Our chief point of doubt is as to whether there is not an undue simplifying and a superabundance of illustration. May there not be such a thing as keeping a child on crutches when it has both the strength and agility to run without them? The design of the book, as stated in the preface, is "to familiarize the child with numbers and their combinations, not by means of repeating such formula as 4 and 3 are 7, but by provoking observation to lead him to the adoption of the formula as a statement of his own experience." This is a sound theory, and it is very thoroughly carried out. The only question is as to whether it is not overdone.

II. *Numbers Applied: A Complete Arithmetic for Intermediate and Grammar Schools.* By Andrew J. Rickoff. Same publishers.

This book has many excellent features. The author says that two thoughts were kept steadily in view. (1.) "That words are useless in the ratio that they fail to call up in the mind vivid images of the things signified. Hence the aim to vitalize the relation of words and things by the aid of the best practical illustrations at every point; and (2.) That, to the learner, the operations of arithmetic are apt to be but manipulations of figures after prescribed models, unless he realizes the fact that they are representative of processes that may be applied to material objects." There is a profusion of illustration, perhaps a tendency to excess. The arrangement is logical, examples for practice are abundant and of good variety, the language is simple and direct, and the definitions are concise and accurate. The suggestions for original problems constitute a new and valuable feature. It is a book that will live and make its own way.

Sheldons' Supplementary Reading. Third Book. Sheldon and Company, New York and Chicago.

This book is designed to follow the use of any ordinary Third Reader, as a practice book. The matter is simple and entertaining, affording a large amount of information within the comprehension of children. The talks about "The Sunbeam," about "Water," "The Air," "The Life of a Plant," "The Sea," "Clouds and Rain", etc., cannot fail to interest and instruct the pupil, while at the same time he forms habits of observation and develops the power of expression.

Van Antwerp, Bragg & Co., of Cincinnati, announce that Dr. E. E. White's *Elements of Pedagogy* will be ready sept. 1. It has been known for some time

that Dr. White was engaged in the preparation of this book, and a good many teachers have been looking eagerly for its appearance. The work will present:

1. An *analysis of psychical processes*, and especially the processes involved in knowing—an analysis embodying the essential and more practical facts of the mind in a clear and concise form.

2. A statement of *the order of activity and development* of the several powers of the mind, and their relative activity and energy in the successive periods of child life—with a full-page graphic illustration. This portion of the treatise throws a clear and new light on the art of teaching.

3. A clear and full presentation of the more fundamental and guiding *principles of teaching*, carefully deduced from the foregoing psychical facts and tested by the author's wide experience and observation. These seven principles are worthy of being called

THE SEVEN LAWS OF TEACHING.

4. A practical embodiment and illustration of these principles in *general methods of teaching*—all brought within the comprehension and application of the youngest teachers.

5. The application of these general methods to the teaching of those elementary branches which most fully represent school education.

6. The statement and application of psychical facts, especially those relating to the feelings and the will, to *Moral Training*. This portion of the work contains a new and important discussion of the subjects of incentives and punishment.

The Ohio Teachers' Blue Book, published by Joseph Boyd, Dayton, Ohio, is a well printed volume of 250 pages, neatly and substantially bound in cloth, and contains a great deal of information of value to teachers and school officers. Besides the names of officers and members of school boards, and the names of teachers employed in the principal schools and their salaries, it contains a compendium of Ohio school laws, school statistics, school buildings, course of reading adopted by the O. T. R. C., and other matter of interest to all who are concerned in public education. It is to be hoped that Mr. Boyd will meet with sufficient encouragement to warrant him in issuing such a volume annually.

The Atlantic Monthly for July is No. 1 of Vol. 58. It is a good number. Several serials are continued; the first of a series of papers by Philip Gilbert Hamerton, entitled French and English, a very readable sketchy contrast of the two nations; The Labor Question, by George Frederic Parsons; Failure of American Credit after the Revolutionary War, by John Fiske; and the usual book reviews and the Contributors Club fill up the bill of fare. Published by Houghton, Mifflin & Co., Boston.

The Popular Science Monthly for July has a continuation of David A. Wells' Economic Study of Mexico, Earthquakes and other Seismic Movements, An Experiment in Silk-Culture, The Influence of Exercise upon Health, Transportation and the Federal Government, The Care of the Brain, Animal and Plant Lore of Children, Geological Climate in High Latitudes, and several other articles, besides correspondence, Editor's Table, Literary Notices, etc. Published by D. Appleton & Co., New York.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XXIV.

AUGUST, 1886.

Number 8.

FORTIETH ANNUAL MEETING

—OF—

THE OHIO TEACHERS' ASSOCIATION, AT CHAUTAUQUA, N. Y.,
JUNE 29 AND 30, AND JULY 1, 1886.

SUPERINTENDENTS' SECTION.

The Superintendents' Section of the Ohio Teachers' Association was called to order at 9 A. M., June 29, 1886, by Alston Ellis, of Sandusky, the retiring President of the Section. He called upon E. F. Moulton, of Warren, to lead in prayer.

The President, C. L. Loos, of Dayton, was then introduced and, after thanking the Association for the honor conferred upon him, proceeded to deliver his inaugural address. President Loos differed from most of his predecessors in making his inaugural brief.

Eli T. Tappan, of Gambier, gave an address on "The Intellect." This called forth a spirited discussion, in which B. A. Hinsdale, D. P. Pratt, E. W. Coy, John Hancock, W. H. Venable, and W. L. McGowan took part.

E. F. Moulton, R. W. Stevenson, and A. B. Johnson were appointed a committee to nominate officers for the ensuing year.

AFTERNOON SESSION.

E. S. Cox, of Portsmouth, read a carefully prepared paper on

"Methods of Promotions." A lively discussion on the subject of promotions followed, by J. C. Hartzler, Messrs. Weed, Akels, Peaslee and Carnahan, of Cincinnati, Alston Ellis, John Hancock, and others.

Miss Lucia Stickney, of Cincinnati, presented an admirable paper on "Moral Instruction."

The nominating committee reported as follows: *President*, H. S. Doggett, of Hillsboro; *Secretary*, Arthur Powell, of Wadsworth.

Then followed a strong paper on "Ohio History in Ohio Schools," by John B. Peaslee, of Cincinnati. At the close of the paper, Mr. Peaslee stated that he had under preparation a historical exercise, suitable for the celebration of the Centennial of Ohio, in the schools.

A. A. Graham, Secretary of the Ohio Historical and Archæological Society, offered a series of resolutions which were referred to a committee consisting of Messrs Hinsdale, Hancock and Fraunfelter, to report to the General Association.

Wm. A. Mowry, editor of "Education," made some interesting remarks on the history of the Northwest Territory.

Wm. H. Venable was appointed a committee of one to send greetings to a convention of Western Writers now in session at Indianapolis. The Section adjourned.

JOHN E. MORRIS,
Secretary.

C. L. LOOS,
President.

GENERAL ASSOCIATION.

WEDNESDAY MORNING.

The Ohio Teachers' Association was called to order at 9:30 o'clock A. M., by L. W. Day, of Cleveland, Secretary of the Executive Committee.

Prayer was offered by Dr. H. H. Moore, of Chautauqua.

Some excellent music was rendered by Mrs. Belle Cole, of New York.

The President, W. W. Ross, of Fremont, was then introduced, and delivered his inaugural address.

On motion of J. C. Hartzler, of Newark, the Chair appointed the following committee on nominations: J. C. Hartzler, M. Manley, H. L. Peck, C. E. McVay, T. C. Flanegin, E. F. Moulton, Samuel Findley, L. W. Day, and G. A. Carnahan.

W. V. Rood, of Akron, was appointed Assistant Secretary.

On motion of John Hancock, all teachers in attendance from other States were elected honorary members of the Association, with the privilege of participating in the discussions.

On motion of John Hancock, Thomas W. Harvey, of Painesville, was appointed to prepare a memorial of the life and labors of the late M. F. Cowdery, to be read at the next annual meeting of the Association.

On Motion of H. M. Parker, the following committee was appointed to prepare a report on the teacher's tenure of office: H. M. Parker, J. W. Knott, and E. S. Cox.

On motion, J. W. Mackinnon, C. C. Davidson, and A. G. Crouse were appointed a committee of communication between teachers and those desiring to employ teachers.

The following resolution, submitted by C. L. Loos, was unanimously adopted:

WHEREAS, The divinity which shapes the affairs of men has seen fit to call our beloved brother, J. W. Dowd, from our midst, to work in another field, therefore,

Resolved, That while we bow in humble submission to the will of this great power to which we must all finally succumb, we recognize it as our duty here and now, to offer our testimony to the high esteem with which we shall ever cherish the memory of our departed comrade. We have known him for many years. He has been a leader in our midst, always valiant for the right, ever ready with sympathy and good council, universally loved and respected, a useful man abounding in philanthropy, full of genial charity and fruitful in expedients for the good of the schools and his fellow men, a good man thoroughly and in every respect. In sadness and regret we see him leave our ranks. His place will not easily be filled. Our hearts go with him in love. May he be as happy, useful and successful in his new field as he has been with us.

In accordance with notice given last year, H. M. Parker moved that Section IX of the Constitution be so changed as to make the annual membership fee of lady teachers receiving an annual salary less than \$600, *fifty cents* instead of *one dollar*.

After considerable discussion and various amendments, the whole subject was laid on the table.

The committee to which was referred the resolutions presented to the Superintendent's Section yesterday, by A. A. Graham, reported back the resolutions with some modifications. The resolutions were adopted as follows:

WHEREAS, The "Ordinance of 1787" assured to the youth of the Northwest Territory the privileges of universal education, and

WHEREAS, This ordinance was enjoyed first by the children and the people of Ohio, therefore, be it

Resolved, 1st, By the Ohio State Teachers' Association, in convention assembled, this 30th day of June, 1886, that the principles of education, freedom, and the rights of mankind embodied in this ordinance, be celebrated in a fit-

ting manner by this Association at its next annual meeting, in the year 1887, the Centennial year of the ordinance.

Resolved, 2nd, That the Executive Committee of this Association be requested to select a suitable place in Ohio for the annual meeting of the Association in the year 1887, and that a program of exercises conformable to these resolutions be prepared.

Resolved, 3rd, That invitations be extended to the teachers of those States, which with Ohio comprised the Northwest Territory, to join with us in this, the centennial of the founding of our present free schools.

Resolved, 4th, That copies of these resolutions, attested by the President and Secretary of this Association, be sent to all county teachers' institutes, in the State, to the leading educators, and to the various historical societies in the country.

Resolved, 5th, That as the Ohio Historical and Archæological Society has already begun the work of introducing into the schools of Ohio, special studies in Western History, this Association second its efforts.

Resolved, 6th, That there be constituted by this Association an advisory committee of three members on historical work in Ohio schools, for the following year. The State Superintendent of Instruction shall be the chairman of this committee, which shall act with the Ohio Historical and Archæological Society in bringing this matter before the teachers of the State, with a view of securing suitable instruction to the children, and of devising such methods of historical study in the teachers' institutes and in the public schools of Ohio, as shall seem to them best.

Adjourned until 2 P. M.

AFTERNOON SESSION.

The Association was called to order by Vice-President W. G. Williams.

E. W. Coy, of Cincinnati, read a paper on "National Illiteracy."

W. E. Sheldon, of Boston, Secretary of the National Educational Association, urged Ohio teachers to attend the meeting at Topeka.

W. W. Donham, of Forgy, presented a paper on "The Management of Schools in Township Districts."

The subject was further discussed by S. B. Merrill, Alston Ellis, R. H. Holbrook, E. T. Tappan, and John Hancock.

State Commissioner L. D. Brown offered the following resolution, which, after discussion, was adopted :

Resolved, That this Association indorse House Bill No. 8, introduced by Representative Albaugh, at the last session of the General Assembly of Ohio, and that we pledge our influence toward securing the passage of said bill.

The Chair appointed L. D. Brown, John Hancock and J. C. Hartzler a historical committee, to co-operate with the Ohio Historical and Archæological Society.

On motion of S. J. Kirkwood, a committee of five, consisting of Alston Ellis, John Hancock, J. J. Burns, R. W. Stevenson and H.

M. Parker, was appointed to confer with a like committee of the Ohio College Association relative to harmonizing college and high school courses of study.

The following resolution, by E. T. Tappan, was adopted :

Resolved, That the Executive Committee be authorized to print and distribute extra copies of W. W. Donham's paper on the Management of Schools in Township Districts.

Adjourned to meet at 8 o'clock in the evening.

EVENING SESSION.

Signor Vitale, of Italy, entertained the Association with a very fine performance on the violin.

W. B. Whitlock, of the Ohio Wesleyan University, delivered a lecture on Hamlet.

Dr. J. H. Vincent delivered an address of Welcome, which was responded to on behalf of the Association by W. H. Venable, of Cincinnati.

After a vocal solo by Mrs. Bell Cole, of New York, the Association adjourned until Thursday morning.

THURSDAY MORNING.

President W. W. Ross in the Chair. Prayer by A. B. Cornell, of Youngstown.

The committee on temperance instruction, appointed last year, made the following report :

CHAUTAUQUA, June 29, 1886.

At the meeting of the Association at this place last summer, the following resolution was referred to the undersigned as a Committee, for a report at the present session :

RESOLVED, That we endorse the efforts of the W. C. T. U. to secure a State law that shall require the effects of stimulants and narcotics on the human system to be taught in all the schools under public control, or supported by public money.

The field of human knowledge is expanding itself with an ever-increasing rapidity, and in every grade of schools the tendency is to overload the curriculum of study. The addition of another branch of instruction to those already included in our courses of study can only be justified on the ground of pre-eminent utility.

To the use of stimulants is due, directly or indirectly, more than three-fourths of the crimes of violence, and a like proportion of the poverty and misery that afflict modern society. And the evils attending the use of narcotics, though not so virulent are even more wide-spread.

Doubtless the most effective means of diminishing these evils have their root in the moral forces. Legislation may supplement these means, but can never successfully be made a substitute for them.

The deplorable results that arise from an excessive use of stimulants are

known to every one, even the little child; but the effects of what is termed a moderate use are not so well known. And notwithstanding the well-founded objection to the imposition of additional studies upon the youth in our schools, whose burdens are already sufficiently great, your Committee has reached the conclusion that so transcendent is the value of the knowledge to be gained through its means, that it is desirable that the subject of physiology should be made a branch of our common school work. It might seem that general instruction in this subject would be sufficient to meet the objects contemplated in the resolution referred to your Committee. But that Committee is of opinion that the State should go further, and should make special and emphatic the instruction upon the effects of stimulants and narcotics; and that this special instruction should include grades of pupils not yet prepared to enter upon the general subject of physiology. We shall indulge in a vain illusion, if we shall expect any instruction upon these subjects to wholly eradicate intemperance—just as a knowledge of the evils of dissolute courses will never alone lead men to purity of life, but this instruction cannot fail to diminish the curse. There is no basis upon which to build a moral reform so sure as knowledge, and there is no agency for the diffusion of knowledge so effective as the public schools.

For the reasons above given your Committee would recommend the following resolution for the action of the Association:

RESOLVED, That the Ohio Teachers' Association is of the opinion that physiology and hygiene should be made a branch of study in the Common Schools of the State by legislative enactment, and that on the same authority special scientific instruction should be given in these schools upon the effects of stimulants and narcotics on the human system.

JOHN HANCOCK,
E. F. MOULTON,
R. McMILLEN,
J. J. BURNS,
P. W. SEARCH.

Samuel Findley moved the adoption of the report.

Mrs. Fanny W. Leiter, of Mansfield, addressed the Association in a few earnest well-chosen words, after which the report was unanimously adopted, by a rising vote.

The Chair appointed the following Committee on resolutions: W. H. Venable, E. S. Cox, and E. A. Jones.

The Committee on School Statistics, reported through its Chairman, L. D. Brown, as follows:

To the Ohio Teachers' Association:

In compliance with the action of this Association, taken at the meeting held at Chantauqua, July, 1885, whereby the undersigned were appointed a committee to devise a plan for securing accuracy and uniformity in school statistics, the following report is presented:

The committee, after considering the work to be accomplished, issued a circular which was generally distributed among the school superintendents of Ohio, inviting their co-operation, and asking them to consider a series of ques-

tions, and to give them such replies as their judgment and experience would justify.

Of these questions there were eight, viz :

1. Is any change in the school age of from 6 to 21 years desirable ?
2. Is the present law regarding the method of taking the enumeration of youth of school age satisfactory ?
3. Should the number of those entering school for the first time be noted in the monthly, term, and yearly reports ?
4. Should reports show the number of pupils of any preceding year enrolled ?
5. What additional items, if any, do you recommend to be reported ?
6. When do you mark a pupil "enrolled" ?
7. When do you mark a pupil "withdrawn" ?
8. Do you use "belonging" in your reports ? If so, what is your definition of the term ?

After a careful consideration of these questions, as well as the replies received, your committee are of the opinion that while there is a growing belief in favor of changing the present legal school age in Ohio, so as to permit children younger than six years to enter school, such change is not at this time desirable ; that the present law regarding the method of taking the enumeration of youth of school age is satisfactory, but that greater care in some instances is necessary in the selection of persons to do this important work ; that for local purposes merely, such items as the number of those entering school for the first time, the number of pupils enrolled in each grade of the school course, the number of pupils having defective eyesight, etc., etc., may be given in teachers' reports to superintendents, but that it is not desirable to increase greatly the number of items reported to the State Commissioner of Common Schools ; that a pupil should be considered a member of his school from the date of his entrance and until the date of his withdrawal from the school ; but that, in order to secure uniformity, we respectfully recommend the following for adoption by this Association, and its use by the school superintendents of the State :

1. *Resolved*, That pupils be marked "enrolled" on the day they enter school.
2. *Resolved*, That pupils be marked "withdrawn" when the fact of withdrawal is known, or when they have been absent—(as National Association decides) consecutive days.
3. *Resolved*, That a system of monthly and annual reports be and is hereby recommended for adoption by all boards of education in Ohio.
4. *Resolved*, That the school laws should be so amended or modified that it may be illegal for a township clerk, or for the clerk of a local board of directors to draw an order for the final payment, at the close of the school year or term, of a superintendent or principal of a school or system of schools, before such superintendent or principal has furnished a carefully kept record (in a suitable book provided by the board of education) of all such statistics as are necessary, as a basis for reports to the board, and to the State Commissioner of Common Schools, and also a record of the scholarship and class standing of each pupil.

The report was adopted.

R. W. Stevenson moved that the executive committee be requested to take into favorable consideration the holding of the next annual meeting of the Association at Delaware, Ohio.

The matter was referred to the Executive Committee.

A paper on Industrial Education was read by John W. Dowd, of Toledo.

The subject was discussed by W. S. Goodnough, of Columbus.

The Annual Address was delivered by Andrew J. Rickoff, of Yonkers, N. Y.

Adjourned until 1:45 P. M.

AFTERNOON SESSION.

J. C. Hartzler, on behalf of the committee on nominations, made the following report, which was unanimously adopted;

President—John B. Peaslee, Cincinnati.

Vice-Presidents—W. G. Williams, Delaware; R. H. Holbrook, Lebanon; Miss E. G. Reveley, Cleveland; W. W. Donham, Forge; C. C. Miller, Ottawa.

Secretary—J. A. Shawan, Mt. Vernon.

Treasurer—Abram Brown, Columbus.

Executive Committee—W. J. White, Springfield; G. W. Welsh, Lancaster.

Board of Control, O. T. R. C.—W. W. Ross, Fremont; E. A. Jones, Massillon; and, *ex-officio*, the State Commissioner of Common Schools.

The committee on teachers' tenure of office recommended the adoption of the following resolution:

Resolved, That a committee of three be appointed to prepare a bill providing for the permanent tenure of office of skilled and competent teachers; and that this committee, acting with the School Commissioner, place the said bill in the hands of some member of the General Assembly, to be presented to that body for consideration at the next session.

H. M. Parker, R. W. Stevenson and J. W. Knott were appointed said committee.

W. H. Venable, for the Committee on Resolutions, reported as follows:

Resolved, That the thanks of the Association are tendered to Dr. Vincent and the other authorities at Chautauqua, for their hospitable favors, at the hotels, cottages, and assembly rooms, and the beautiful pleasure grounds.

Resolved, That our thanks are tendered to the various railroads which have extended favors to our members. Especial thanks are due to A. E. Clark, of the N. Y., P. & O., and to Mr. Smith and Mr. James DeWolfe, for their assistance in procuring reduced rates from other roads.

Resolved, That our thanks are rendered to the Chautauqua Steamboat Company.

Resolved, That we thank the newspaper men who have extended the courtesy of their profession to the teachers.

Resolved, That our thanks are tendered to Mrs. Cole, for her exquisite singing.

Resolved, That our thanks are tendered to Reuben McMillan for his efficient services as Chairman of the Executive Committee.

Resolved, That Physiology should be added to the list of branches on which teachers in the common schools are to be examined.

Resolved, That our thanks are tendered to Mr. Andrew J. Rickoff, now of New York, but always an Ohio man, and honored in Ohio, for his Annual Address.

The report was adopted.

The Association gave place to the Ohio Teachers' Reading Circle, Mrs. D. L. Williams, of Delaware, presiding.

E. A. Jones made his report as secretary and also as treasurer. Both reports were accepted.

Brief reports concerning the progress of the work were made by representatives from several counties.

J. J. Burns offered a resolution to the effect that boards of examiners throughout the State be requested to base their examinations in "Theory and Practice" upon the text of Sully's Psychology, a book that forms a part of the course of reading adopted by the O. T. R. C.

This resolution was adopted.

Ohio Teachers' Association resumed, President Ross in the Chair.

REPORT OF ABRAM BROWN, TREASURER.

Balance in hands of Treasurer, July 6, 1885,	\$205.70
Cash for membership tickets at Chautauqua,	304.00
Cash from Secretary O. T. R. C.,	93.15
Cash from J. D. Simkins for membership ticket,	1.00

Total,	\$603.85
Paid for Programs,	\$ 15.00
Paid Secretary Executive Committee, Postage, etc.,	5.60
Paid Secretary Board of Control,	42.45
Paid Expenses of Executive Committee,	60.70
Paid Samuel Findley for publishing proceedings,	100.00
Paid Expenses of Board of Control,	8.00
Paid for 500 Membership Tickets,	1.50

Total,	\$233.25
Balance in hands of Treasurer at date,	\$370.60

After singing the Doxology, the Association adjourned.

W. W. Ross, President.

S. H. HERRIMAN, Secretary,

ADDRESS OF WELCOME.

Dr. Vincent, in behalf of the Chautauqua University, extended a hearty greeting to the members of the Ohio State Teachers' Association. He had nothing to say of the phenomenal Chautauqua, but desired to put great emphasis upon the Chautauqua thought which lies back of the place and its summer meetings,—the radical Chautauqua. As teachers you must be interested in our work, because of the idea of which it is the expression.

1st. Chautauqua proclaims the value of mature mind as a sphere for educational effort. Ample provision is made through our public school and college systems for the education of children and youth, but not for full-grown men and women who, at thirty or forty years of age, or even later often awake to the power that is in them, and to the conviction that even in these middle and later years of life they may improve themselves. For them Chautauqua provides courses of reading and general direction in study.

2nd. Chautauqua is the teacher's friend, for it puts educational tastes into the homes of the people, thus securing the co operation of intelligent parents in the great work of the teacher. You will understand that a teacher can do his work with double the efficiency when he has parental sympathy and aid.

3rd. Chautauqua aims at symmetrical education,—not merely the training of the intellect, but the care and culture of body, mind, the moral and spiritual nature, the social powers, and all the executive faculties by which men achieve results.

The objection is sometimes made to the Chautauqua "University" and the fear expressed that we thus cheapen education. Such is not our purpose. One hundred thousand recorded readers, in ten years to be increased to two hundred and fifty thousand, representing as they do at least one hundred and fifty thousand different homes, must create a constituency from which, during the future years, students by the thousand are to be drawn. Would you have advised the promoters of the Chautauqua enterprise to allow some other organization to secure a charter for a Chautauqua University, and to use for their advantage the movement which we ourselves began, and to the larger benefits of which we are entitled? We are business men. Shall we not as wise men pre-empt this ground, and do our work in the present, so that we may share the legitimate advantages of that opulent future?

Again, are there not thousands of full-grown men and women, deprived of college opportunity, sometimes through filial love and devotion, who desire thorough education? Is not the Chautauqua College of Liberal Arts justified in providing a thorough course of training for them under a system of correspondence, and through the influence of voluntary local teachers whom they may employ? And when this work of theirs is well done, and they are able to pass the most rigid examinations under surveillance, such examination open to investigation by any College Professor or College President, who will say that we shall not be justified in giving to them diploma and degree?

Of one thing Ohio workers may be sure: that we shall not under any circumstances dishonor the higher education by the recognition of superficial work in these departments. We already have two hundred and forty students in our College of Liberal Arts, and more than four hundred students in our

Chautauqua School of Theology, not one of whom could possibly be in either College or Theological Seminary. We have everything to lose and nothing to gain by superficiality; and it is pleasant to believe that we have the full sympathy of the Ohio Teachers' Association with the Chautauqua of the present and the Chautauqua of the future.

RESPONSE.

Dr. Venable, of Cincinnati, responded as spokesman for the Ohio Teachers' Association.

He said:—The "Ohio Idea," as conceived by the teachers of the State, is certainly not counter to the "Chautauqua Movement," as defined by Dr. Vincent. It might be thought, indeed, by one listening to the papers and discussions of our Association, here, this week, that in turn, each of several great elements of education is considered the basic element. One speaker has told us that a sound stomach is the one thing needful to success. Another has dwelt upon the supreme importance of manual training, suggesting that skilled hands are all in all. The noble essay of Miss Stickney on moral training assumes that heart culture is the *sine qua non* of education. The discussion on the nature of intellect persuaded us, for the time, that what is most needed is psychological knowledge. The result of reflection on the entire series of essays and speeches is the conclusion that adequate education contemplates the development of the *whole man*. The healthy stomach, with accessory nutritive organs, elaborates the pure blood corpuscle which produces clear thought in the brain, and right feeling in the heart, and gives the hand strength and skill. The healthy man will be likely to surpass the diseased one in virtue and intelligence.

This view, which I think, sir, the Ohio Association accepts, is also, the view of those identified with the Chautauqua movement. You believe in this many sided education. And I now understand, having heard how Dr. Vincent regards his work and how vigorously he speaks,—I understand why this is called a "movement." Such men make things move by force of reason, will and enthusiasm. Entering into their spirit, and realizing their ability, patience, and indefatigable persistence we can well believe in the assured success of the Chautauqua University. Indeed in large measure it is already a success. A main reason why is just because the "movement" is a movement and not a stagnation. Life, vigor, motive, action, adaptability to the wants and uses of life, make this great enterprise a state-wide, nation-wide blessing.

Like a reservoir on a high hill, sending pure streams in many directions and to far distant points, is this center of culture. It is doing the work needed and asked. It is feeding the intellectually hungry, and giving drink to mental thirst. Your reading circle, college of arts, lecture courses, help men and women individually, and so promote civilization, which is the end sought by all education. We talk much of evolution, in these days, as if evolution were something outside of us and independent of our volition or action. Evolution is part of every man, woman, and child. In proportion as individuals and companies strive and aspire so will the race advance. The mills of the gods may be oiled by the hands of men. And this leads me to remark that, in one essential, your Chautauqua methods supply to popular education a force the absence of which one of our essayists deplored in the common school. I mean

the element of religion, distinctly acknowledged. That part of education which is not delegated to human agency surely belongs to Divine Power.

Earth grows better growing old,
Still by happier races trod;
New humanities unfold;
Evolution's law is—God.

We are glad, sir, to be here on these beautiful grounds, and in the midst of these associations. The teachers of Ohio feel quite at home here. They have their work to do, and they realize the helpful sympathy of co-workers everywhere. Perhaps we have a pronounced and peculiar interest in the Chautauqua movement, because an "Ohio man" had and has much to do with the material as well as the ideal foundation of your vast designs. Had it not been for Mr. Lewis Miller, with his "Buckeye Mower," which goes up and down the fields, gathering harvests for the world and money for its generous inventor, we might not have had an Assembly Hall here to make speeches in, and your University might have been only a barren ideality and not a materialized fact.

As it is, the Ohio Teachers rejoice at your prospect, and share your pride. Not a man or woman of our number fails to respond to your assurance that the interests of higher education will always receive your support, and that superficiality will always be discouraged and deplored by you, as it must ever be by all true friends of learning. Your faith in and devotion to the cause are prophetic of final success, and when you have achieved the noble results you aim at, expect the universal applause and congratulation of the teachers of the Buckeye State.

INAUGURAL ADDRESS.

BY W. W. ROSS, PRESIDENT OF THE GENERAL ASSOCIATION.

Ladies and Gentlemen of the Ohio Teachers' Association :—With an expression of warmest gratitude for the high honor conferred upon me in my absence, a year ago, by your choice of President for this annual gathering, permit me to congratulate you on your assembling for the fourth time as a State Association beneath the classic shades of Chautauqua.

Niagara, grand climacteric though it be of earthly wonders, with all its magnificent attractions, could draw you but once beyond the borders of your State; but Chautauqua has done so a second, a third, and now a fourth time, and that, too, with undiminished force and enthusiasm. This is a high, and I may add, merited compliment by the teachers of Ohio to this most unique and, in many respects, greatest educational center of the world, whose radiating and conserving influence, we trust, may widen until it shall embrace every State between the two oceans.

This expression of appreciation of Chautauqua by Ohio may be but an exhibition of Ohio State pride, for I believe it is generally conceded that Chautauqua is an exotic Ohio product on the soil of the Empire State, especially in view of the financial and numerical support it receives; and, if in its all-embracing worth it should be destined to swallow up the Teachers' Reading Circles of the country, so wisely inaugurated by this Association through the suggestions of Mrs. Williams, four years ago at Niagara, to which consummation I see no serious objection, it would in fact be but the consolidation of one Ohio institution with another, for a more unified and more general national educational work.

The year that has passed since your last deliberations has been one of intensest activity in the world of action and of thought. It has been signalized in the history of the

old world by the fact that England's bold, liberal, and grand old Premier swept into power on the wave of a popular election, with an enlarged franchise, has dared to grapple with the problem so long demanding solution at the hands of the British Empire, with a policy in harmony with the most advanced principles of justice, of freedom and self-government.

If he shall prove a victor in the magnificent contest he is now waging with an obstinate and wealthy conservatism, and shall succeed in securing "Home Rule" for Ireland, with perfect religious toleration, the year may prove a new bright chapter in the story of liberty and human progress.

It has been a year in which the American Republic, with more than a million men out of employment, has been called upon as never before to confront those great sociological questions growing out of the conflicts between capital and labor, between aggregated wealth and the homeless, propertyless millions, which Macaulay, thirty years ago, liberal though he was, speaking in the interests of property and privileged rank, predicted would be the rock on which American Republicanism must perish, assuming that "either the poor will plunder the rich and civilization will perish, or order and property will be saved by a strong military government, and liberty will perish."

Whilst every manifestation of a determination on the part of labor to assert its just claims, within the bounds of reason and right, should be hailed with congratulation, nevertheless, in view of the prominent part played by the red flag of anarchism and nihilism in the demonstrations of the year, in view of the fact that the murderous bomb that crimsoned the snows of St. Petersburg with the blood of the Czar of all the Russias, has been hurled by a socialistic and communistic mob against the order-preserving police of an American city,—in view of these developments of the year, we should certainly have reason to look with apprehension to the future of American free institutions, were it not for the conserving consideration that the year has also been one of intense activity in all departments of educational thought and work. The legislative battle against illiteracy and in favor of national aid to education is half won. There is, also, special cause for encouragement in a national point of view, from the growing recognition in all educational circles that there is a higher educational work than mere intellectual culture; that the public schools are under obligation to their pupils and the State to give that training of the conscience and the will, the moral sense based, too, on religious obligation, which constitutes the highest preparation for citizenship; to give something of that manual training which will contribute to efficiency and success in the productive industries, the bread-winning and home-winning struggle of life; and to pay some attention to the physical training, the physical well-being of pupils, and to give instruction in the laws of hygiene and sanitary science, the ignorance and violation of which is the cause of so much misery, financial loss, vice, crime, and premature death.

HYGIENE AND SANITARY SCIENCE.

You had, a year ago, able addresses on the "Sensibilities" and the "Will," and yesterday on the "Intellect." With a view to emphasize the importance of physical training and all matters connected therewith, I would in this address first direct your attention to the consideration that the public schools have a duty to perform in relation to the public health, and that hygienic and sanitary instruction is of the first importance, both for its own sake and for its economic and moral bearing, and its relations to the intellectual work of the schools.

The value attached by Juvenal, nearly two thousand years ago, to a sound body in its relations to a sound mind ought to be more fully recognized in the educational work of this intensely intellectual age. Of the three departments of culture, physical, intellectual, and moral, that which ranked first among the ancients ought so to rank, in as much as all other culture, intellectual, moral, and religious, is so directly dependent upon a sound physical organism. The stomach is of more moment than brains in the race of life. The regime of the school room, as well as the nursery, should always recognize that it is of prime importance that man should first be a healthy animal, and that any school arrangement or requirement that sacrifices the physical on the altar of the intellectual or the moral, is at war with the highest interests of humanity.

Such questions as the abolition of recesses, the number of school hours per day, the length of the school year, the amount of pressure that should be brought to bear to prevent absenteeism, exactions in the line of study, and a hundred other questions, should be solved largely with a view to physical considerations. Herbert Spencer is certainly

My friend, Prof. Nelson, has a lecture on Moses as a sanitarian, in which he shows that Moses, with all his alleged mistakes, was in many respects, in practical sanitary science, far in advance of this 19th century.

The scrupulous observance of the elaborate directions of the mosaic laws as to cleanliness, isolation of the sick, wholesome drink and food, and the antepaschal cleansing of dwellings in search of the forbidden leaven, have contributed to make the Jews the healthiest people in the world, exempting them from the epidemics that have scourged medieval and modern Europe as never in ancient times, to such an extent that they were superstitiously charged with poisoning the wells of the filthier Christian populations, made so, possibly, by the false notion that exaltation of the spiritual could be best secured by the abasement of the spirit's earthly tabernacle.

The troublesome annual and semi-annual household cleanings, the frequent white-washing of school-room walls, the monthly cleansing of school-room floors, with semi-occasional school-room disinfection and fumigation, are requirements of ordinary hygienic prudence.

PURE WATER.

The question of pure water is one of vital moment to every city, town, and rural home in the land. If its importance were fully comprehended by the public, no expense would be spared to secure this desideratum to public health.

The modern world has a lesson to learn from the ancient Romans who, rejecting the waters of the turbid Tiber, constructed those stupendous aqueducts that brought rivers of pure water from the distant Apennines, forty and fifty miles away, to the public baths and to every household in the imperial city, furnishing to the amount of ten barrels per day to each of its million people.

They may learn a lesson from the Incas of Peru, whose gigantic aqueduct extended for hundreds of miles along the slopes of the Andes to the inhabited plains below.

Impure water, especially that which is contaminated by sewage matter, is unquestionably the chief if not the exclusive source of enteric, or typhoid fever, the prolific source of many other diseases, and the chief instrumentality by which is spread the poison of cholera. This truth, with the accumulating evidence on which it is based, in relation to which there is the most suicidal ignorance even among the most intelligent, needs to be taught with iteration and reiteration in every school room in the land.

Only a few weeks since I heard an ex-judge of our courts, for whose judgment in law I should have the greatest respect, scout the idea that sanitarians know anything about the etiology of the fatal typhoid, expressing the opinion that it is liable to develop in any deranged or debilitated system, and also giving credence to the exploded notion that it is contagious.

Such was my own judgment less than a year and a half ago, as I then knew little or nothing of the evidence bearing on the etiology of this disease; but when I saw five members of my own family, all in perfect health, come down within ten days with this disease, all of them typical cases, running typical courses, I could not doubt that they had taken into their systems a poison as specific as arsenic itself. I refer to it because all such facts are desirable contributions to sanitary science.

A year ago in February and March, in consequence of the freezing and breaking of a pump, the water supply of our family for drinking purposes was obtained for a few weeks from a neighboring well. Four members of that neighbor's family, five in our own family, our work girl and her sister who had visited both places, drinking large quantities of this water after returning late at night from a skating rink, were seized with typhoid fever within a week, the two young ladies dying within ten days. Several others were symptomatically affected.

Three weeks before this, the son of this neighbor came home from Mobile, Alabama, sick with fever, saying he had come home to die. Although not fully prostrated, his physician now recognizes that he had typhoid fever. The eleven cases that followed unquestionably arose from some carelessness by which the heavy coating of snow and ice surrounding well and cistern not far apart became poisoned, and on melting reached the well, or possibly the poison germ may have found its way through subterranean openings occasioned by the thawing of the early spring. And yet this water, so far as the senses could perceive, was unobjectionable.

I drank none of it, by virtue of the habit of drinking water exclusively at school buildings.

The terrible epidemics of typhoid occurring at the same time in Waupun, Wisconsin, at Plymouth, Penn., resulting in the latter instance in more than a thousand cases and more than one hundred deaths, the recent outbreak in the Ohio Penitentiary, all of them clearly traceable to contaminated water, are but items in the overwhelming evidence yearly accumulating to show the dangers of impure water.

By my advice, hydrant water, which is a recent luxury in our city, was placed in every school yard. I have since taken pains to trace the origin of the cases of typhoid constantly occurring in our own city, as they are indeed everywhere all over this country, but have never traced a single case to the exclusive use of hydrant water, which I believe with us is reasonably pure. I could, however, trace several cases, three in one family, to a temporary abandonment of hydrant water during the fall, and return to the water of diseased wells; and that too without any effort to render wells fit for use. And that leads me to ask how many schools after the long vacations are accustomed to begin the use of water in school-yard wells without the removal of the long standing stagnant water.

With every precaution, I have little faith in the safety of the majority of wells in town, village, or country, under present sanitary conditions and surroundings. Varying from a few inches to several feet there lies beneath the surface of the earth a great underground body of water, rising and descending with the stormfall, and yet it always has a slow onward movement, like all water, to the lower level of river, lake, or ocean depression, carrying with it the poison of cesspool, of vault, of decaying surface filth and garbage, from well to well in its course, polluting the soil, the polluted air from which must rise in winter in large quantities into dwellings because of the super-heated air above.

This poisoned water and air, especially water, finds its susceptible victims, and disease and death follow.

The last report of the New Hampshire State Board of Health says the wells of New Hampshire are a greater source of death, barring consumption, upon which it also has a bearing, than any other single cause ever investigated. Another State report says that a majority of the wells in the rural sections of the State are tainted. And yet, as Dr. Northrup says in last year's *Chautauquan*, men with suicidal and even criminal security are apt to resent any disparagement of their wells as they would of their children.

A recent number of the *Sanitary Engineer*, speaks of a village in England, whose chief summer supply of water was from a well in the village cemetery. An eminent physician, an ex-member of Congress, told me a short time since that he had known of a well in our own city, the supply of a bakery, with four cesspool vaults within twenty-five feet of it; and yet the people who used it were sure it was pure, and were even disposed to attribute to it medicinal virtues, as it was a "little sulphurous,"—the sulphur of Hades,—the grave.

How can wells be safe with the prevailing sanitary conditions? A physician in Xenia informed me a year ago that he knew of a case where brine from a large pork establishment, poured upon the ground, affected the water of wells 200 feet, twelve rods, away. It is estimated that for every foot in depth there will be a horizontal drainage of ten feet. A well sixteen feet deep would drain a circle whose radius is ten rods. In view of these considerations, how many wells in town, village or country, in school ground or home, are proof against contamination? In the interest of public health the alarm cry, "look to your wells!" should go up from every school-room in the land.

This would mean sanitary reform in many different directions. It is demanded as much in the country as the town and more, for here with all their possibilities there is the greater ignorance and neglect of sanitary requirements, the well being placed in such a position between house and barn as to receive the drainage of all the bad surroundings. This will account for the greater prevalence of typhoid fever in the country than in town or city. This last consideration may be an argument in favor of the theory of the possible spontaneous generation of the poisons, of the filth and communicable diseases, in decomposing organic matter, without the presence of an antecedent germ or leaven.

Whilst the study of the etiology of the preventable diseases should form a part of the preparation of every teacher, because of its bearing on hygiene and sanitation, nevertheless it makes little difference as far as sanitary demands are concerned whether we adopt the theory that decomposing filth can generate specific disease, poisons *de novo*, or

that it is simply the nidus, the soil for the growth and multiplication of previously existing morbid agents; whether we adopt the chemical theory of disease or the theory of organisms, in other words, the fermentation or germ theory, whether diphtheria should be classed among the filth diseases like typhoid, cholera, and yellow fever, or whether it is propagated by contagion alone, like scarlatina, small-pox, and measles.

In any theory of these matters the necessity for hygienic and sanitary precautions is none the less imperative with a view severally to fortify the system against disease, to lessen its virulence, and to remove its cause.

The demand for a practical knowledge of etiology was illustrated by the recent ridiculous action of a Board of Health here in the State of New York. The *Sanitary Engineer* states in an issue this Spring that the Health Board of Golden's Ridge, West Chester County, N. Y., had closed the Katonah Schools and ordered the school books to be burned to prevent the spread of typhoid fever; not a word about water supply or sewerage. What could be more supremely ridiculous? If it had been diptheria or scarlet fever there might have been a plausible excuse for the measure.

Popular ignorance and popular prejudice relative to the infectious diseases, communicable and not communicable, and the preventive quarantine and disinfective measures necessary to stamp them out of existence, resulting at one time in excessive precaution, senseless measures and senseless panics, and at another in the most criminal imprudence when prudence is demanded, is not confined to Spain, to Italy, and to the habitants of Montreal.

You will pardon me for referring again to a matter of personal experience. I can by so doing best illustrate the points I wish to make. You will see that my attention has been called to these matters. Last summer, whilst summering at Lakeside, after a spring campaign with typhoid fever, I said to my family, "They have scarlet fever at Fremont, and we will therefore keep the children here as long as possible;" and did not return till the opening of school in September. In less than three weeks we had a typical case of scarlet fever in our home. It is not wonderful that this scourge of childhood is so prevalent when parents will suffer their children recovering from this disease, kept out of school by wise regulations, to run the streets long before the desquamation process is complete, to mingle, as I have known them to do, with the crowds of a county agricultural fair, whilst the epithelial scales were dropping from their fingers, scattering possibly a fatal poison to every susceptible person with whom they come in contact. Here is another field for school sanitary instruction demanding line upon line, precept upon precept, in the interests of public safety.

The great problems of public sanitation, how best to secure pure air, pure soil, and pure water, are growing more vital every year as our population sweeps rapidly upward into the hundreds of millions. Happily there is a growing public interest in these problems. It is not probable that their best solution has been reached, but it is certain that sanitary science in all its departments is immeasurably in advance of popular practice.

The typhoid sickness of the Prince of Wales, some 25 or 30 years since, and the cholera epidemic awakened England as never before to the necessity of a pure water supply. With this water supply came a system of enforced sewerage by which the rivers, the source of the water supply, themselves became polluted, thus necessitating a reversal of parliamentary action. Already action is being taken to preserve the purity of American rivers.

Whatever may be the results of chemical analysis to show that the waters of the Ohio are purer than the wells of the State, by virtue of the diluting power of their immense volume and the purification that comes of movement, in the presence of oxygen, nevertheless, it is not a very pleasant consideration to the denizens of the lower Ohio that the beautiful river is the sewer of a million people, and it is not inconceivable that cholera germs at Pittsburgh during low water might rapidly carry the plague all along the valley of the Ohio and down the Mississippi. The epidemic of typhoid and diphtheria now prevailing at Bellaire is traced to the sewage deposit of Wheeling, a mile above.

The question how to preserve the purity of our rivers is intimately connected with that of pure soil, pure air, and pure water, all involving vital problems of ventilation, the plumber's art, sanitary engineering, the disposition of impurities by water carriage, chemical purification, land infiltration, by combustion, or the sending of them skyward in ventilating flues on the wings of oxygen into the pure sunlight, nature's two great scavengers and germicides.

For valuable information on some of the latest sanitary improvements in this connection, write to that school-room and public benefactor, Hon. I. J. Smead, of Toledo, or

to ex-Superintendent Dowd who has recently identified himself with the interests of the former, at Toronto.

I have said enough, perhaps, on the subject of impure water, but be it remembered, there are those who think it destroys more than whisky. Put impure water into the same category with whisky and tobacco.

TEMPERANCE HYGIENE.

This leads me to say that we owe a debt of gratitude to our temperance friends for their persistent efforts to secure the introduction of hygienic instruction into the public schools, with a special view to the injurious effects of narcotics and intoxicants. I do not propose to argue this question. I have not made a temperance speech in thirty years, although I ought to be ashamed to say so. But it seems to me this great Association ought not to hesitate to place the seal of its approval on these efforts, or upon efforts to secure hygienic public instruction of any kind.

Put it on hygienic and sanitary grounds. Put impure water along with whisky and tobacco.

Put it on economic grounds. The country has recently been greatly alarmed by the display of the red flag of anarchism in Chicago. Whisky and anarchism often go hand in hand.

It will be remembered that nearly a dozen of the Chicago anarchists perished in sack-ing a drug store by mistaking poisonous drugs for their customary beverage.

Nothing certainly does more than intemperance and the tobacco habit to paralyze the arm of labor.

Nothing does more to swell the ranks of the homeless millions, the ranks of poverty, of vice and crime. Nothing would do more to strike down the spirit of anarchism and communism than the homes which sobriety would be practically certain to secure.

Fifteen hundred millions of dollars spent in this country annually for intoxicants and tobacco means the consumption of one and one-half million one thousand dollar homes every year. Think of it! What show would communism have if one and a half million thousand dollar homes could be saved every year to the laboring millions?

The demand for this instruction is emphasized by the fact that such multitudes of our boys form the tobacco habit before they reach their teens, to supplement it with the intoxicant habit before they have left them. If the public schools can do anything in the susceptible years of boyhood to counteract these evils, by every consideration, patriotic, hygienic, economic, and moral, they are called upon to do so.

There is another field in which hygienic instruction of the young is imperatively demanded, but to which only the barest reference can be made. There are other evils that confront the pathway of youth often more disastrous than intemperance from which timely hygienic instruction and warning would save them. It is lamentable that this instruction and warning are not more frequently given, by teacher and parent. It ought to be as unobjectionable as it is necessary and conserving, and yet I see a high school principal in the State of New York was recently discharged for doing his duty in this direction, or rather for an injudicious statement of facts in an educational gathering, and then more injudicious publication in an educational journal.

BATH ROOMS IN SCHOOL BUILDINGS.

I have before me a translation from a German paper giving a detailed account of a most successful experiment tried the last year or two in the city of Gottingen, Germany, viz: the establishment of the school bath.

In less than two months from the inauguration of the experiment, 500 children, 75 percent of the entire number, were voluntarily and regularly taking their school bath every two weeks, filing out in platoons of a half dozen, with their own towels, during school hours, under charge of janitor and janitress, to the bathing rooms to take a cleansing and refreshing bath, and returning to their rooms without any serious interference with school work. Why is not this perfectly feasible in all our towns supplied with water works, as every town ought to be, however it may be necessary to curtail expenditures in the erection of palatial city halls, palatial school buildings and palatial churches, for cleanliness is next to godliness?

What Ohio town will be the first to inaugurate the Gottingen experiment in the interest of public health? If every school building could be thus supplied we should begin to realize on a small scale the facilities and advantages of the public baths of ancient Rome.

REARING OF CHILDREN.

Again, in view of the slaughter of the innocents at the rate of 25 in every hundred before the age of one year, and of 40 or 50 in a hundred before the age of five, we are prepared to appreciate the earnest appeal of Herbert Spencer that instruction in the rearing of offspring should find a prominent place in educational work. The point made by Mr. Quick that such instruction to the young will be of doubtful utility is not well taken.

Instruction on matters pertaining to the home will find its way immediately to the homes themselves.

The field of hygienic instruction is a wide one, embracing the hygiene of the eye, the ear, sleep, exercise, &c., &c., through a multiplicity of topics.

For the preparation of text books and supplementary reading books given to hygiene alone, the material is superabundant. It would be well if Dr. Buck's large volumes and some sanitary paper could be accessible to every teachers' corps.

I am glad to see that Gen. Eaton's last Circular of Information is given entirely to physical training and hygiene. I received it after writing all I had to say on this subject. If you have not received it send for it.

It is to be hoped that it will be the means of awakening a general interest in hygienic and physical training.

It would seem that vastly more than is done might be effected in every school room for physical development by proper attention to position, grace in carriage, gymnastic, calisthenic and athletic exercises; and this leads me to say, in bidding adieu to this subject, one of the strong arguments in favor of the introduction of manual training into the schools is the healthier and more vigorous physical development it would secure.

MANUAL TRAINING.

Manual training bases its claims for recognition also on intellectual, economic and moral grounds.

First, it is urged, and I think with reason, that it would induce a longer continuance of our boys in school, inasmuch as with intellectual culture they would also be receiving that manual training which would directly fit them for the industrial pursuits of life. This is certainly a desirable consummation; but let me stop right here to correct once more a mis-statement so often made even from educational platforms. It was said from this platform last year that statistics would show that 95 per cent of the pupils never reach the high school, and two years ago, that 99 in 100 never reach the high school. I showed the fallacy of these figures some years since at Put-in-Bay, but it will not down. Without entering again upon their consideration, I will simply say that with opportunities of following class after class for nearly twice twelve years in the same city, I am prepared to state that for every hundred pupils entering the lowest primary each year, from 20 to 30 do enter the high school, and from 8 to 10 do graduate.

These figures will hold I believe in all our smaller towns, however it be in the larger cities.

The facts are bad enough without exaggeration, and if manual training will contribute to improvement let us have it.

Manual training challenges consideration on grounds of its educational value *per se*, independent of its practical bearings.

It is urged that the training of hand and eye in the work of construction is the most effectual way to intellectual development; that it utilizes the drawing lesson, gives concrete statement to the abstract expression of form, to the truths of geometry, cultivates the mechanical imagination, makes practical application of the lessons in physics and chemistry, and generally stimulates and develops the intellectual activities in the same way that science teaching does when based as it should be on experimentation performed by the pupil himself. Every one knows that the pupils in physics and chemistry who develop most strength and have the strongest hold on the knowledge acquired are those who do the experimental work. * * In a practical point of view, unquestionably that youth is best equipped for the work of life, whatever it may chance to be, who combines with a cultured intellect the deft hand and the trained eye; who with hammer, saw, plane, chisel, square, compass, plumb, miter, lathe, needle, &c., can do a hundred things with iron, wood, textile fabrics, &c., which the unskilled hand would never attempt.

In the line of manual training, the country boy has greatly the advantage over the boy in town or city. He has generally a surfeit of hand culture, which, however, is vastly

more practical in its present results and vastly better for the boy's future than the idleness or play which is too generally the enforced lot of the boy in town and city.

By virtue of the fact that he is able to more than earn his living on the farm during his school life, he can well afford to attend school three or four years longer than his city cousin. With the advantage of greater maturity and of manual employment, there is no reason why with good school facilities the country boy should not receive a better education than the boy of the town.

The trouble, however, with the country youth is that with a surfeit of manual, there is dearth of intellectual training.

When farmers shall awake to their highest interests and shall determine to supplement the advantages before referred to by giving to their boys and girls continuous school opportunities for eight months in a year, from the middle of September to the middle of April, in districts territorially large enough to sustain at the same point and in the same building a school of two departments, higher and lower, they will soon find their intellectual power quadrupled in the councils of the state and the nation, and upon all the great economical and sociological problems of the times. The safety of the town and the city in the future imperatively demands the re-enforcement that would come from this increased conservative power of the country.

But in our towns and cities, where from necessity there must be a longer school year and a shorter school life, inasmuch as vacation means for the boy an education in the street, and little can be done by him in gaining a livelihood until school life is ended, what can be done here to furnish the boy that manual training which in the country he receives at home?

Of the feasibility of such instruction without interference with the pupil's progress in his studies we have no question, provided the time given should not exceed from one to two hours per day.

The serious question is, can our towns afford the additional expense which the "plant" and special instruction imply? A more serious question is, can they afford not to make such provision, in view of the vast increase in urban population and wealth, in view of the fact that 30 years ago one-half of the wealth of the country was outside of the towns and now only one-fourth, in view of a corresponding influx of people into town and city, and the great social and economic questions that confront this accumulating urban population and wealth?

Is this not the most effectual way to quench the growing fires of socialism?

With good wages and possible homes for the laboring millions, anarchism is impossible. The secret of a high wage for the working man is a vital question. What is the primary cause of high real wages? Is it the amount of land per capita? Scarcely so, for England with a population of 400 to a square mile is the highest wage-paying nation in Europe, and Russia with 40 to a square mile, and only 10 to a square mile in the entire empire, is the lowest.

Undoubtedly the land question is an important factor in determining the economical conditions of a people. With nearly all England held by 10,000 land proprietors, which necessarily means homeless millions, it is impossible that the higher wages of her more intelligent and skilled labor should receive the rewards of industry possible under more favorable conditions of land tenure.

Is a high protective tariff a primary cause of high wages?

Impossible, for free trade England pays higher wages than protectionist France, Germany, Austria, or Russia, the superiority in her wage rate over that of Russia being greater than that of America over England. The average rate of wages in the different States of this country will vary as much, perhaps, as between the United States and England.

What is the primary cause of a high wage compensation? Making all allowances for the law of supply and demand, for accumulated capital, density of population, and for cheap and fertile lands, it unquestionably is the efficiency of the laborers, the productiveness of the labor, the market value of the products of a day's labor.

When it takes but one laborer, on an average, to take care of 100 acres of wheat in California and nine in Russia, when in general efficiency two American laborers are equivalent to three English, and as long as the quantity of machinery that can be managed by an American, English and European laborer will vary in the ratio of seven, five and three, higher wages can and will be paid in America and England, without in the least enhancing the cost of the article produced.

Education and high wages, illiteracy and low wages, is the rule, illustrated by the fact that in Virginia and Pennsylvania where the percentage of inhabitants that cannot write are respectively 28% and 5%, the average wages are \$11 and \$19.82; and the corresponding figures in Missouri and Iowa are 9% and 2% percent, and the average wages \$17.59 and \$22.59. Hence, the demand for industrial education of the poor is based on the soundest political economy. Here is a means of protecting the laborer that will not simply enrich the rich and impoverish the poor.

By thus contributing to the amelioration of the condition of the laboring masses the state can best fortify itself against the spirit of discontent and anarchism.

But industrial education in the interest of society and the state is demanded, not from physical and intellectual considerations alone, but from the more vital consideration of its bearing on character, on morality, in that by contributing to elevate and dignify labor and form habits of industry, it surrounds the young with bars of brass and triple steel to shield from evil.

MORAL TRAINING.

One of the most encouraging signs of the times in its educational bearings on the interests of society and the state, is the growing conviction and expression of that conviction that intellectualism has too exclusively monopolized the work of the schools, that heart culture should receive more attention, that of the two essentials of a self-governing people, intelligence and morality, intelligence and virtue, the former is the least important factor and by no means necessarily implies the latter, that the intelligent apprehension of the right is not of more vital moment than the disposition to do the right, that 100 percent in conduct is worth as much as the item of 100 percent in spelling, in the inventory of qualifications that constitute good citizenship, that character building is the grandest work of the teacher architect.

We are not prepared to say, however, that there is not a tendency to virtue in mere intellectualism itself. Intelligence and virtue are more closely related than some are disposed to acknowledge. High intellectual school standing is generally associated with good conduct.

But with double the number of native-born criminals in the prisons of Massachusetts in proportion to the population that there were thirty years ago, with the unblushing corruption that disgraces American politics, and the spirit of anarchism abroad in our cities, it is impossible to close one's eyes to the prevailing demoralization. Nevertheless, it would be the supremest injustice to hold the American school system responsible for this condition of things.

The demoralization and corruption so eloquently and scathingly arraigned in Bishop Gilmore's address before the Congress of the Churches at Cleveland, may very likely be paralleled in countries where there is a union of church and State, and where the church has control of the schools; very much of this demoralization unquestionably comes from the contagious contact of the native American element with the vicious products of the educational and political systems of foreign lands, brought by millions to our shores, during the last thirty years.

Very much of corruption may result directly and indirectly from the war.

The most important factor of all may be the vast increase of pauperism with the vaster increase of wealth in the hands of the few, the stimulated, unhealthy and unnatural condition of American industries, resulting in a vast aggregation of populations in urban manufacturing centers, to be swept into idleness, and want, and crime on the swiftly recurring tidal waves of overproduction or under-consumption, it makes no difference which.

The pauperism of the many and the inordinate wealth of the few alike contribute to swell the stream of corruption and crime.

Rome was never more corrupt than when her patrician classes, her senatorial nobility, were immensely enriched by the robbery of all her provinces, and the masses were slaves or the wards of public bounty.

Is it necessarily a matter of congratulation from a philosophical or patriotic point of view, the rapid accumulation of millionaire fortunes in our land, or that the Senate of the U. S. is worth a hundred millions?

Whatever may be the causes of public demoralization, and they are multiplex, the schools are called upon in the interests of the state to do what they can to stem the tide of corruption. Mere intellectualism is unequal to the emergency.

The schools have a mission to perform in the purification of American politics. In a New York interview of a distinguished Ohio politician some two years ago,—the former proprietor of the *Cincinnati Enquirer*,—he is credited with saying, "Politicians are the scum of the earth, scoundrels unworthy of belief under oath."

Mark you, that it is not my proposition, and I do not endorse it.

Without endorsing any indiscriminate condemnation of politicians, it is too evident that the sense of honor among professionals of this class is not always extravagantly high. In view of the enormous use of money for election purposes, in view of the corrupt efforts of election and returning boards to thwart the voice of the ballot, the notorious offering in political conventions of solid delegations for paltry sums of money, when high offices of the state can be put up in the convention market by ward politicians, as was the Imperial Purple by the Prætorium Guard, to be struck down to the highest bidder, it is clear that there is something rotten in our political Denmark, and that we have, notwithstanding the vaunted work of our public schools, here in our very midst, all the elements of Roman decay and Roman popular corruption.

Into the hands of politicians are largely thrown the official machinery, the government, the destinies of the American Republic. They manipulate the primaries; they control the ward caucuses; they are the delegates to the city, county, State and National conventions.

We talk much about the voice of the sovereign people, but the fact is, the American people are virtually ruled by its politicians. The people may be better than these politicians; but what avails the virtue of the people if by abstention from politics they surrender it into the hands of a professional class. Here is where the danger lies. It is the object of your professional politician to make the selfish game of politics disgusting to all good men, to drive them from the field, that he may have a more exclusive monopoly of the business.

The people can, if they choose, occasionally smash the slates of the politicians, but in doing so they may have to accept another slate equally objectionable. They need to take the machine into their own hands, from the primaries to the final poll.

It may be that the state has as much to fear from "cultured ambition" as from "discontented ignorance," but the cultured ambition we shall always have. Our educational problem is to determine whether we shall always have a mass of ignorance, contented or discontented, or, what is almost equivalent, a mass of indifference, intelligent or ignorant; or worse still, a mass of intelligence, indifferent to the right, for unscrupulous, cultured ambition to shape to its destructive purposes.

It is the mission of the public schools to train up generations of men thoroughly versed in history, versed in the science of our government, versed in politics, not only intelligent enough for political management, but with character, virtue, and integrity enough to scorn to buy or sell a vote in convention or at the polls, to intimidate or to be intimidated, to drive corruption from the field and make honesty and integrity the rule in politics as in the ordinary walks of life.

Intellectualism alone can scarcely compass this end, nor can the moralities and the virtues, incidentally taught or not taught at all, at option, in ordinary school work. This conviction grows with every teacher's experience.

There is need that the eternal laws of moral obligation should receive more systematic consideration; that which comes from text-book instruction in a required curriculum, or its equivalent.

There is need that the moral laws be as assiduously taught as the laws of hygiene, of matter, and of mind; that they be enforced by line upon line, precept upon precept, that they never can be violated with impunity, that they are as binding on the untamed forces of youth as upon the volitions of manhood; that the young can never, as Carlyle expresses it in his life of Burns, safely take mud baths that they may therefore be clean, the danger being that they will continue to take mud baths as long as they live; that, in fine, the laws of conduct with their rewards and penalties are of vital moment to the individual, to society and to the state.

How the great natural laws of morals and of conduct, older than the Bible, can be based on the Bible itself, and be vitalized and vivified in public school work by a sense of religious obligation, is a question most difficult of solution in this country of diversified religious creeds and denominations, and I do not propose to venture on its consideration. I looked for light from the discussions of the recent American Congress of all the churches, at Cleveland, but found none.

With a unanimous judgment as to the necessity of such instruction in the work of education, there was such divergence of opinion as to its practicability in schools supported by the state, that I conclude that the matter must rest at present where Dr. Harris puts it, viz: "That it is for the teachers not to claim to introduce formal religious ceremonies, but to make all their teaching glow with a genuine faith, hope, and charity, so that pupils will catch from them their view of the world, as the only view that satisfies the heart and the intellect and the will."

HISTORY AND GEOGRAPHY.

Very much of instruction and inspiration in the line of conduct, individual, social, and national, may be gathered from biography and history; and here I wish to urge that such reading should begin nearly as early as the study of geography, and that it should play a much larger part than it does in geographical instruction and study. I have often thought that our pupils know more of geography proper at the close of our D Grammar grades, when they have finished their elementary geography, than they ever do afterwards, when they have devoted further years to the senseless, useless and distracting detail and minutiae of our larger geographical text-books.

If half the space taken up by such detail could be given to brief historical sketches of the countries, with such reference to books of history, biography, and travel as should furnish a basis for the supplementary work of the teacher, and the home reading of the pupil, it seems to me it would be an improvement. Our Catholic friends have a geography constructed on this principle.

Very much of such home reading may be secured where libraries are accessible, by receiving regular reports of work done, estimated like other school work, in percents, on the basis say of 25 or 50 percent on each biography or one hundred pages of history read.

As I suggested at Niagara, the teacher of geography should be full of history. Every important geographical location, mountain, river, town, sea and country should be made to bristle with historic associations. These associations are the most effectual means of fixing the geographical knowledge. Locations without such associations are scarcely worth remembering if it were possible to do so.

Mexico should call up the march of Taylor from Palo Alto to Buena Vista, and Scott's from Cerro Gordo to Chapultepec.

Its dry geography should be made all alive with the most thrilling stories recorded on the pages of any history, the conquests of these countries by Cortez and Pizarro. Their geography should call up before the minds of teacher and class, the magnificent empires of the Montazumas and the Incas, with civilizations rivaling that of their Spanish conquerors;—the beautiful lake-surrounded city of the Aztecs, its thousands of priests, its hundreds of magnificent temples, their lofty pyramidal slopes dark with worshipping processions;—their summits red by day with the blood of fifty-thousand annual human sacrifices, and by night with a hundred beacon fires more effectual than the modern electric light in converting night into day. A few pages from Prescott's description of that terrible midnight retreat of the Spaniards across the causeways of the swarming and infuriated city. A quotation from Sheridan's Kotzebue's Pizarro,—"Follow me, my men, and before Peruvia's god shall sink beneath the main, the Spanish banner bathed in blood shall float above the walls of vanquished Quito,"—may be sufficient to fire the curiosity and the imagination to months of reading of the charming pages of Prescott's Mexico and Peru.

Canada and the St. Lawrence should draw upon the teacher's familiarity with the charming histories of Francis Parkman, as intensely interesting as the wildest fiction.

The St. Lawrence should again bear upon its broad waters the expeditions of Cartier and Champlain and the Jesuit fathers, planting the cross and the lilies of France all along the line of the great lakes and down the Mississippi.

Te Deums again rise from the wooded summits of the royal mountain at Montreal, to roll across the leafy solitude of a continent, to mingle with other Te Deums ascending from conquered Mexico.

Quebec should tell of the illustrious trio, Wolf, Montcalm, and Montgomery, whose heroic deaths will ever make the rocky ramparts of Cape Diamond famous in story.

The Nile should repeople hundred-gated Thebes and the ruins of Luxor with the buried millions of the Catacombs.

The Euphrates and the Tigris should again uprear the palaces of buried Nineveh, the walls and hanging gardens of Babylon. The Dardanelles should swarm with the hosts of Xerxes, of crusading Christian and conquering Crescent.

Switzerland should be redolent with the story of Tell and Winkelried, and Scotland with that of Bruce and Bannockburn.

Moscow should tell its story of invasion, of fire and frost, of twenty thousand horses dead in a single night from the winter's cold, of disastrous retreat and final overthrow.

Who cares for St. Helena and a thousand other places, but for their historic associations? And with these associations who can forget them?

Even Niagara itself is clothed with additional interest from the consideration that across this portage the fierce Iroquois and their Huron cousins waged exterminating war, until a great Indian nation was extinguished; that but a few miles away "Red Battle stamped his foot" at Chippewa; that, notwithstanding the rainbow arch of peace forever spans its waters, the thunderous bass of the great Cataract once mingled with the cannonade at Lundy's Lane.

In this way will geography be well taught and much of inspiration given to conserving historical and biographical reading.

Ex-President White, of Cornell, gives it as his opinion that "the study of history has only begun its mission in the universities and colleges of this country, and among the people at large, as a means of solving the most important political and social problems which are coming upon us."

And this means not the history of our own Republic alone, but of other nations and other republics that have perished from the face of the earth.

MENTAL ARITHMETIC.

In the purely intellectual field, we shall take time to make but one suggestion, and that is that mental arithmetic be restored to somewhere near the prominent place it held in academic instruction a quarter of a century ago.

I know that a Harvard professor, some years since, most senselessly, it seems to me, spoke of Colburn's pioneer work in this department, as a stultifying book, nevertheless, I wish to express the opinion that the quasi crusade many years since, by leading educators, against mental arithmetic, or, perhaps I should say, against the excessive use of its analytical processes, resulting often in a disuse of those processes altogether, has been productive of evil, and has seriously crippled the intellectual work of the schools.

Undoubtedly it was hobbled, and its formal processes often thrust upon immature minds, to the exclusion of the simpler processes of written arithmetic; yet it is true to-day as then, that there is no instrumentality in the school room that contributes more to intellectual strength, to the power of expression, and the development of the reasoning faculties, and gives better preparation for algebra and geometry and the general work of the high school, than mental arithmetic. We have always sought to give prominence to this branch, but acknowledge to have been affected by the general current. Some three or four years since, we resolved to make a retrograde movement and to supplement the text-book in use, a combination of mental and written arithmetic, the philosophy of which I believe in, by a separate text-book in mental arithmetic in the hands of the pupils.

A few weeks since, the high school teacher who has had charge of all our algebra classes for fifteen years remarked, "this year's class is the best by far that I have ever had. It has grasped the work in algebra with scarcely any difficulty."

I suggested it might be the result of our "new departure" to the olden ways in mental arithmetic. "That is it," she replies, "and it has told in all other departments as well as mathematics," and that is my judgment. Away with higher, but a little more of mental arithmetic.

POLITICAL ECONOMY AND CONCLUSION.

We have reason for congratulation, socially and nationally, at the growing prominence given everywhere to the study of political economy. It has been put down, I am glad to say, in the Ohio Teachers' Reading Course, for the coming year, and was in the Chautauqua Course for the last year.

I wish, however, to protest against the protest made by the Secretary of the Ohio State Board of Agriculture in his address before the Adelbert University Alumni Association, about a year ago, because of the assumed unpractical and theoretical manner in which this branch is taught in college and university.

Away with the assumption that correct theory and correct practice are ever at war, that truth is ever versus truth!

We protest against the presumption that would dictate to the American professorial intellect that this branch shall be taught in harmony with any particular line of policy or prescriptive custom.

It is to be hoped that the Ohio teachers will not rest satisfied with the reading of any one text-book on this subject, whatever choice may be made by the Board of Control.

Great problems in economics, fraught with the gravest consequences, involving the rights of the people against discriminating legislation, the rights of aggregated wealth and the rights of labor, are thundering for consideration and solution at the bar of American public opinion and in the halls of legislation.

Let the American intelligence in university, college, school, pulpit and the public forum, be free to grapple with these problems and to follow where the light of truth and the Golden Rule may lead, and we may hope for their solution in harmony with the rights of property and the rights of humanity.

The gulf between the rich and the poor would seem to be constantly widening in this country. If it shall continue indefinitely it means the grave of the Republic. As ex-President Hayes indicated, in a recent address at Toledo, in your ideal republic there are homes for all.

There is no occasion for pessimistic alarm, but rather for encouragement, in the fact that the laboring millions awakened to their rights and the dangerous tendencies to the concentration of wealth, are seeking a more equitable distribution of the fruits of toil, provided their efforts shall be guided by intelligence and restrained within the bounds of reason and right; for here certainly, in the interests of impartial justice and humanity, there is room for improvement, as also in our systems of public taxation.

Wendell Phillips once said, "Never look for an age when the people can be quiet and safe. At such times despotism like a shrouding mist steals over the mirror of freedom."

With a system of public education liberally supported by State and National legislation, that shall aim to secure as a heritage to the future alike intelligence and virtue, industry and frugality, temperance and religion, a Christianization of capital and a Christianization of labor, at war alike with the brutality of anarchism on the one hand and grasping selfishness on the other, we may reasonably dismiss the apprehensions of Macaulay.

The American Republic will be neither the grave of liberty, nor the grave of civilization.

NATIONAL ILLITERACY.

BY E. W. COY, PRINCIPAL OF HUGHES HIGH SCHOOL, CINCINNATI, O.

"Education," as Edmund Burke has truthfully said, "is the cheap defense of nations." It defends against foes within as well as foes without. It is better than steel-clad vessels, and lines of fortifications, and standing armies, and the most highly improved and most deadly weapons, because it renders these unnecessary. It protects against pauperism and crime, and the modern specters of communism and nihilism, by removing their cause. It secures good and honest government by infusing wisdom into the counsels of state, and by leaving the corrupt and unprincipled demagogue without a constituency. It imparts skill, directs the energies of men into useful channels, multiplies the productive power of a people, and thus adds largely to the national wealth.

We Americans are disposed to boast somewhat of the general prevalence of education among our people. Our Fourth of July orators, our political stump-speakers in pursuit of an office, our journals, and even our sober-minded critics,

flatter us with the assurance that we are, if not the most highly educated, at any rate the most generally educated people on earth. The claim is not entirely without foundation, and yet we are not quite ready to sit down and fold our arms, and pass our time in unmingled admiration of our own matchless perfections. Compared with most of the nations of the old world in respect of general education, we make a very creditable showing; and we ought to do so. We are trying to maintain here and to hand down to our children a free government, and to that end universal education is as essential as light to the eye or air to the lungs. An ignorant people *may* be governed; they can never successfully govern themselves.

It is true that much time and money have been expended, much effort put forth, and most encouraging results accomplished in our endeavors to make education universal in this country, and yet not all has been done that may be done and that must be done, if we wish to save ourselves from many threatening evils and secure for our land continued prosperity and happiness. Were we disposed to be unduly elated by glowing representations of our educational outlook, a glance at the revelations of our recurring decennial censuses would quickly restore us to a realizing sense of our true condition in this respect.

The total population of the United States in 1880 was a little more than 50,000,000. The number of persons 10 years of age and upwards was 36,761,607. Of these, 6,239,958 were unable to write,—or 17 in every 100 throughout the land. Let us try to form some idea of the vast multitude represented by these figures. The number of persons 10 years of age and upward in the United States unable to write, is nearly equivalent to double the entire population of the State of Ohio. Take the population of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut,—the six New England States,—add to that the population of New Jersey, Delaware, and Maryland combined, and you have not quite the number of illiterates in the United States. Think of travelling through these nine States with their numerous and populous cities and villages, and their thickly-settled country towns, and among all this vast number of inhabitants, finding not one who had received sufficient education to enable him to write his own name.

The number of illiterates that I have given is of those ten years of age and upwards, and it may be said many persons learn to read and write after they have passed that age. This may be true of a few, but the number is not large. The census gives us the number of persons, male and female, 21 years of age and upward who cannot write. Of these there are found to be 4,204,363, or more than two-thirds of the number given at 10 years of age and upward.

A large share of the illiteracy of the country is to be found among our foreign population and among the colored people of the South. The foreign-born white persons of 10 years of age and upward, number 6,374,611. To every 1,000 of these there are 120 illiterates. The native white persons of 10 years of age and upward number 25,785,789. To every 1,000 of these there are 87 illiterates. In some of the States nearly all the illiterates are of foreign birth. Massachusetts, for instance, has 92,960 unable to write, but 83,725 are foreigners; her foreign population furnishing 196 illiterates to every 1,000, while her native population furnishes but seven to every 1,000. A similar state of things exists in the other New England States, and, in a somewhat less marked degree,

in New York, Pennsylvania, Michigan, Iowa, Wisconsin, and Minnesota, and some of the other States. There is a marked contrast in this respect between the northern and the southern States. In the southern States the proportion of illiterates is much greater among the native-born white population than among the foreign-born. In South Carolina the native-born whites show 224 illiterates to 1,000, while the foreign-born show but 49 to 1,000. In North Carolina it is still more marked, there being 317 illiterates in every 1,000 of the natives, and but 33 in every 1,000 of the foreign-born. In Tennessee there are 278 in 1,000 of the native whites, and 75 in 1,000 of the foreigners. In 12 of the principal southern States there are 221 illiterates in every 1,000 of the native white population, and but 70 in every 1,000 of the foreigners. In 13 of the principal northern States there are 23 illiterates in every 1,000 of the native population, and 168 in every 1,000 of the foreign-born. In Ohio, which is credited with 131,847 illiterates, 83,183 are natives, or 43 in a thousand; while 32,308 are foreign-born, or 84 in a thousand.

Illiteracy, as might naturally be expected, prevails to an alarming extent among the colored people of the South. Seventy percent of the colored people throughout the country are illiterate. 3,220,878, or more than one-half of all the illiterates of the country, belong to this class. But not all the ignorance of the South is to be charged to the colored race. Several of the southern States have more white than colored illiterates. This is true of Kentucky, Tennessee and Missouri, and Arkansas wants but little of being in the same condition. Dr. Caldwell, of Tennessee, relates the following: "In one little district of Polk county, Tenn., I sought out," he says, "one of the old citizens who for 18 years had been a justice of the peace. He had taken some interest in school matters. In his school district there were 102 children of school age, 12 of whom could write, and 20 of whom could read. Look at 87 percent in one district who cannot write. In this voting district there were 100 voters, 20 of whom could read the ballot they cast. In the same district there were 106 women, 15 of whom could read. And there was not a colored person living in this district."

In the late slave-holding States of the South there are 7,728,248 native white persons of 10 years of age and upwards: and of these 1,529,721 are unable to read and write; or about one in every five. In the northern non-slaveholding States there are 16,673,619 native white persons of 10 years of age and upwards, and of these 557,170 are unable to read and write, or about one in every 30. These are startling facts, and they go far towards explaining the difference between the civilizations of the two sections. But the real illiteracy of the country is greater than these statistics would indicate. These figures represent the number of those who are absolutely unable to read and write. To these should be added at least 50 percent in order to include those who can read and write only with great difficulty and who have not gained sufficient mastery of those acts to make them of any practical value to them.

But I have already dwelt too long upon these dry facts and figures. I have taken this method of placing before you, in the plainest and clearest way I could the extent of the illiteracy of the country. It is enough to excite solicitude, if not alarm, in the mind of every thoughtful person. It is a portentous cloud overhanging the land, freighted with disaster, which nothing but prompt

and energetic action can avert. How can our civilization long withstand this barbaric or semi-barbaric horde constantly menacing us, not as old Rome was menaced by the northern barbarians, from afar, across the mountains, but at our doors, in the very midst of us, a part of ourselves, helping to give tone and tendency to our society, sharing with us in the government of the country, lowering the standard of public and private virtue, filling our jails and prisons with criminals and our almshouses with paupers, corrupting the sources of our national life, and sowing the seeds of moral and social disease and death on every hand.

In order to arrive at a better understanding of the significance of these facts and figures that have been presented, let us consider in some of its aspects the bearing of illiteracy upon our social and national well-being. And first *the relation of illiteracy to crime*. I know how many theories have been propounded on this subject. Some have contended that as sin came into the world through knowledge, hence ignorance is the only safety. Others assert that knowledge and virtuous action have no connection; that an educated person is just as likely to fall into crime as an uneducated one. Still others claim that by a sort of fatality, the proportion of crime committed in a community is just about the same, year by year, and that whether the people are educated or ignorant the same results follow. Others again maintain that man is created in the image of his Maker and that consequently as his knowledge increases and his powers are developed, he becomes more and more godlike, and more and more disposed to approve and do the right, and to condemn and avoid the wrong. It is in consonance with this view that Carlyle says: "If the devil were passing through my country and he applied to me for instruction on any truth or fact of this universe, I should wish to give it to him. He is less a devil knowing that three and three are six than if he didn't know it; a light spark, though of the faintest, is in this fact; if he knew facts enough, continuous light would dawn on him; he would (to his amazement) understand what this universe is, on what principles it conducts itself, and would cease to be a devil." I do not care to discuss these ingenious theories. It would, however, be conceded that something more than a knowledge of the alphabet is necessary to make a virtuous man or a good citizen. The family, the school, and the church are the three pillars upon which rests our social fabric.

It would be folly to ignore or belittle any one of them in considering the agencies that unite to give form and character to our society. Blot them out and the State would at once sink in ruin, and chaos would come. He who would undermine the family, or do away with the school, or overthrow the church or convert it into a mere lifeless body clutching with shriveled and nerveless hand an outworn creed, is not only an enemy of these institutions but of the State as well. Each of the three has its work to do; each assists and strengthens the others. The church, by its services, helps to educate those who come within its pale; the school, as well as the church, trains up to virtuous living; the family does both the one and the other. No one of them can be spared. The work of all three is necessary to produce the highest type of manhood and of citizenship.

But what we wish to consider more particularly now is the relation of the

work of the school to the crime committed in the community. This is a question not of abstract theory, but of fact, and the fact is that ignorance and crime are found marching side by side, hand in hand. To such an extent is this the case, that, given the educational condition of a state or country, you can predict pretty accurately the condition of its criminal calendar. And is not this what might reasonably be expected? The uneducated, untrained man has little chance of rising in the social scale. He is without the intelligence and culture that might fit him for an honorable position in society; he cannot look forward to the acquisition of wealth, which so often wins for its possessor respectful consideration; he has no resources within himself upon which he can draw to alleviate the burdens and temper the ills of life, and cheer him on to higher and better things. All laudable ambition dies out of his heart, and he finds himself assigned, by what seems to him, a stern and irresistible fate, to a lot at once hard and humiliating. The lowest and most menial service is all that he is fitted to render, and in his despair, he seeks congenial companionship; falls into idleness, vice and crime; yields himself a mere plaything of his passions and appetites, and becomes a candidate for the almshouse or the penitentiary. If he has a home it is, from the necessities of the case, cheerless and unattractive. He chooses a companion like himself and they too often perpetuate their own kind. Must they not become, as the statistics prove them to be, the disturbers of the public order, the great peril of the public weal? And this being true of them what must be true of their offspring? Should we not expect them idle, vicious, criminal,—preying upon society, the natural enemies of the welfare of the State? And such they are.

The most striking illustration of the effect upon society of a single case of ignorance and vicious habits is found in what is known as the case of Margaret, the mother of criminals. Mr. Dugdale, of New York, traced the history of this family through five or six generations. He ascertained the career of about 1200 of the descendants of this one woman. Of these, 280 were adult paupers, and 140 criminals and offenders, guilty of seven murders and of numerous thefts, highway robberies, and nearly every offense known to the calendar of crime. They cost society for their support or punishment, \$1,308,000, leaving out of account the numberless evils, in the shape of crime, disease, and insanity, perpetuated among their descendants through the taint inherited from a corrupted ancestry. Such is the cost and curse to society of one poor, ignorant, vicious woman at the end of five or six generations. A similar patient investigation and collection of facts would doubtless reveal many other similar cases. In fact, we see every day that ignorance, and shiftlessness and vicious tendencies that are born of ignorance, perpetuate themselves, and are handed down from generation to generation, gaining in power for evil and in their dominion over life and character, unless some remedial and corrective agency is interposed to check the downward course. The records of juvenile reformatories establish this fact beyond a doubt. Ninety-five percent of the youthful inmates of these institutions, upon the testimony of those best qualified to judge, come from idle, ignorant, vicious, and drunken homes. By inheritance, and by force of example, as well as by training, or rather the lack of

training, they have become what they are. Thus ignorance breeds crime ; it leads to idleness, then to evil companionship, then to vice, and then to crime. No person, even with a limited education, is satisfied to pass his life in mere menial service, or in common day labor. He looks forward to something better than this. He fits himself to perform some skilled labor, or masters some trade or art, and so seeks to better his condition. He makes himself of some value to the community in which he lives, and hence finds more steady and more lucrative employment. He associates with a better class of men, becomes more self-respecting and commands greater respect from his fellow-men, he sees before him the prospect of a higher station in life, and is fitted with ever new hope and impulse and inspiration that lift him above many temptations.

The statistics of prisons and reformatories the world over show conclusively that ignorance and crime are the closest allies. In the six New England States in 1870, 7 percent only of the inhabitants above ten years of age were unable to read and write, and yet this 7 percent produced 80 percent of the criminals. In the State of New York in 1880, the illiterates furnished eight times their proportion of criminals in the State, and the illiterates of the city of New York in 1870 furnished nine times their proportion of the criminals of that city. In Pennsylvania, Ohio and Illinois, taken together, the illiterates committed ten times as many crimes according to their number as the literate class. Statistics show that, take the whole United States together, one third of the crime in the country is committed by persons wholly or substantially illiterate, and that the proportion of the criminals among the illiterate class is, on the average, ten times as great as it is among those who have received the elements of a common school education ; moreover, that the expense to society for protection against its criminals,—largely the product of ignorance,—is one of the heaviest of the public burdens. In the city of New York it is said to be 50 percent more than the whole cost of the public schools. *

We learn from Dr. Wines' report of the international Prison Congress, held in London in 1872, that 157,223 were committed to the county and borough prisons of England in 1870, and of these 96 percent were either wholly unable to read and write, or could do one or both but imperfectly, leaving but 4 percent who had mastered these important arts. In France, the average proportion of adult prisoners unable to read on their committal is 56 percent ; of juvenile prisoners 81 percent. In those countries where education is obligatory, as in some of the cantons of Switzerland and in the German States, the proportion of illiterates among the prisoners is much less.

One evidence of the high value set upon education is found in the fact that in all well regulated prisons and reformatories in Europe and in many in this country, schools are opened for the purpose of giving instruction in the branches of a common education. In Austria, for instance, all prisons are provided with schools, in which are taught besides the common primary branches, composition, the elements of natural history, physics, geography, drawing and geometry, and vocal and instrumental music. Schools to give similar instruction are found in most of the prisons of Europe. In the English prisons half-yearly examinations are held to test the progress made by the

*See "Christian Educators in Council."

prisoners. Our own country, for a long time, was behind most others in this respect, but of late it has been doing more in this direction. "This system of education," as one of the foremost in this work in the United States says, "was introduced among the prisoners to aid their reformation, and is conducted for this purpose:—not so much to relieve the monotony of imprisonment and to impart the ability to read, write and cypher, for the convenience of these accomplishments, as to discipline the mind and fit it to receive and to evolve in the life the thoughts and principles that constitute their possessors good citizens." The results of these efforts at reformation through education have been, by the testimony of all concerned, most satisfactory.

It is true there are some classes of crimes that presuppose a certain amount of education in those who commit them. A man unable to write would not be likely to meet with great success as a forger. A person entirely destitute of education would hardly be found in a position where it would be possible for him to prove a defaulter. But while such offenses as forgery, fraud, breach of trust, and the like, are committed by persons of some education, murder, robbery, assaults of various kinds, theft and the like, are, in the vast majority of cases, the work of those who are ignorant as well as criminal. And it will be observed that this latter class of crimes is of a much graver nature than the former. He who commits such crimes makes a much more direct and dangerous attack upon organized society than he who is guilty of the former. Besides, when a man of intelligence, and of good social standing, who has enjoyed the respect and confidence of his fellow-men, is detected in a forgery, for instance, or has turned out a defaulter, the whole community is shocked at his downfall, the attention of everybody is called to the fact, the news is flashed over the wires to all parts of the country, and is displayed and commented upon, so that more is made out of one such case than out of fifty cases of ignorant, unknown persons who have been arrested, tried, and sentenced for theft or assault and battery, or even murder. Again, it is probably true that the man of education who has fallen into crime, has, for various reasons, a better chance of escaping punishment than the poor and ignorant. But after due allowance has been made for all such cases, it still remains undoubtedly true that the great mass of crime is committed by the ignorant, and if we would lessen the amount of crime in the country, we must train up the rising generation to intelligent, virtuous citizenship.

Let us in the second place consider the *relation of illiteracy to wealth*. And here we shall find that the wealth or poverty of a country is largely determined by the education or the lack of it in its people. In the year 1870 the Commissioner of Education at Washington sent out a series of carefully drawn, comprehensive, and searching inquiries, to the great centers of labor in all parts of the United States. Three thousand copies of these questions were prepared and sent to every class in every section of the country. They were addressed to workingmen, employers, and to those belonging to neither of these classes who had enjoyed special opportunities for observing the effect of education upon labor. The object of these questions was to determine the relative productiveness of literate and illiterate labor. The result of this investigation,—one of the most interesting and important ever made in this country,—is summed up by the Commissioner in one of his reports. Upon collating and examining the replies to his inquiries, he finds that the worth of

a mere elementary education to the common laboring man is almost universally conceded;—that his value to the community at large is positively increased, and his power as a producer,—of adding to the common stock of wealth,—is materially enhanced by the education given him as a child in the common school. The increase of wages which the laborer will receive on account of his knowledge and the school training to which he has been subjected is estimated variously, the average being about 25 per cent. This increase of value arises, first, from the fact of his being more easily instructed in the duties of his work; 2d, that he needs less supervision; 3d, that he does his work to better advantage and therefore produces more in a given time; 4th, that he is less liable to join in unreasonable and unseasonable strikes; 5th, he is more industrious; 6th, he is less liable to become dissipated; and lastly, he is less likely to become an expense to the commonwealth through poverty or crime. Such is the testimony from this large number of unprejudiced witnesses, most of them men engaged either as employers or employed in various branches of labor,—as to the value to the laborer of an ability to read and write, and of an acquaintance with the mere rudiments of an education. The testimony of these same witnesses shows also that a higher degree of education, such as may be obtained in an ordinary high school or academy, increases the value of the laborer 100 percent, and that in some cases, the increase in value from this cause is incalculable. This more advanced knowledge and higher training adds to the value of the laborer, 1st, by enabling him to avoid dangers, as in mining, for instance, to which ignorant men are exposed; 2d, by enabling him to detect and remedy difficulties, which else would cause expense and delay; 3d, by enabling him to discover shorter and simpler methods of work, thereby increasing his powers of production; 4th, by stimulating his qualities of continuance so that he adjusts and modifies the tools and machines which he uses, and becomes eventually an inventor of simpler and better machines, thus increasing the wealth-producing power not only of himself but of his fellow laborers. The result of this investigation furnishes an unanswerable argument as to the value of education. It shows that as the education of the laborer is improved, his wages increase, the common production is largely augmented, and the habits, surroundings, and character of the laborer are materially changed for the better. It shows that education *pays*;—that considered merely in the light of a pecuniary investment, no money paid out from the public treasury brings in so sure and so large returns as the money paid out for the education of the youth of the community. The wealth of the state is simply the aggregate wealth of the citizens of the state. By increasing the productive power of the individual we increase the wealth of the state. If the individual citizen squander his property or fail to earn, the state suffers the loss.

If a common school education adds from 25 to 100 percent to the productive power of the labor of the country, it will not require a large amount of wisdom or foresight to understand that, considered merely from a business point of view, the state cannot *afford* to permit even its laboring classes to grow up in ignorance. The census of 1880 shows (as I have said) an aggregate of 4,204,362 illiterate adults in the United States. Now it has been estimated that a common school education would add to the value of the labor of these persons the sum of \$210,000,000 annually,—[a sum nearly three times as large

as the entire amount raised by taxation annually for public education in the whole country.] This sum is lost, not to these persons as individuals merely, but to the community, as a penalty (and this is but a small part of the penalty) for suffering them to grow up in ignorance. Would it not have paid to educate these men and women in their youth? Nearly three-fourths of the adult illiteracy of the country is found in the late slave-holding States of the South. This mass of ignorance, this body of death, is the source of woes unnumbered to that section, but what I wish to call attention to now is its effect upon the wealth of those States. In ten of those States, wonderfully dowered by nature, with rich soil and genial climate, the very garden of the land, "where every prospect pleases and only man is vile," the value of property in the 10 years from 1870 to 1880 decreased 20 per cent.; while Maine and New Hampshire, with their hard and ungenerous soil, and uninviting climate, with frowning skies and wintry blasts, where nature is warring on man nine months in the year,—these States with their free schools and ample provisions for universal education increased in wealth in these same ten years, from 1870 to 1880, from 11 to 15 per cent. These States of the South plead poverty as an excuse for not providing more liberally for the education of their people, and I doubt not their plea is a good one. They are asking aid of the general government to enable them to establish and maintain schools throughout their land, and I am sure their cry should not go unheeded. But the wealth that would flow into their coffers from the increased value of the labor of the nearly three millions of adult illiterates of the South, if they had received a common school education would amount to at least \$150,000,000 annually,—a sum sufficient to support free common schools for every child of school age within their borders, and leave a good round surplus in the treasury.

It *pays* then to educate, if we consider simply the increased value that education gives to labor. But this is only a partial view of the case. All this rests upon the supposition that the illiterate earn their own living and pay their own way. But this is far from being the case. I have tried to show that ignorance and crime are fast friends; but ignorance and pauperism are still more closely allied; they belong to the same brotherhood. "The tendency of education to prevent pauperism," say the State Commissioners of public charities for Illinois, "is more apparent than its tendency to prevent crime." Education awakens the mental faculties, quickens the sensibilities, increases the feeling of self-respect, enkindles a laudable ambition, and while it fits one for self-support, it also sharpens the sense of degradation at the prospect of becoming dependent upon public charity. Hence the great proportion of paupers in this, as well as in other lands, comes from the illiterate. The statistics of European countries indicate that, other things being equal, pauperism is in the inverse ratio to the education of the mass of the people; that is, as education increases pauperism decreases, and as education decreases pauperism increases. Students of statistics and of social science have estimated that 96 percent of pauperism could be prevented by universal, compulsory education. It is stated that in the Grand Duchy of Baden they put into operation in 1854, a vigorous system of enforced attendance upon school. The effect in seven years upon pauperism was to reduce it 25 percent. In England and France, where illiteracy is much more prevalent than with us, one in every 25 is de-

pendent upon public support. Careful investigation has shown that the proportion of paupers from the illiterate class in the northern States of our Union is 16 times as great as from those who have received a common school education. In 1870 the cost of supporting the paupers of this country, a large proportion of whom were made so by early neglect, was nearly \$11,000,000. Surely it is better economy to spend a few thousands to educate boys and girls and so fit them for self-support, than to let them grow up untaught and untrained, and then spend millions for their maintenance in asylums and almshouses. "Foolish nations," some one has well said, "have to spend for prisons and workhouses, nay even for lunatic asylums, what they might have spent on national education."

A comparison between the postal and revenue receipts and the illiteracy in different parts of the country would be of interest in this connection. It would be found that the government draws upon the surplus that comes to the Post-office Department from those States where education is most prevalent to make up for the deficiency in the mail service in States that are cursed with illiteracy. And, in general, the revenue receipts would be found to increase as the expenditure for education in the various States increases. Again, the inventions that have rendered possible the wonderful progress in industrial and art pursuits that characterizes this century, have come in the vast majority of cases from that portion of the country where the percentage of illiteracy is the smallest. So we see in whatever light we view the subject, education *pays*; it pays in dollars and cents.

It costs less to educate, and so prevent pauperism and crime, than it does to pay the expenses of prisons and reformatories and almshouses, and suffer besides the losses resulting from ignorance. We do not propose to dwell upon those higher results of education which are far above and beyond any money value. "How many with splendid natural endowments and heroic energies have been kept dumb and motionless by poverty and ignorance, who shall tell? Who shall set a value upon the quickened intellect, the keener insight, the higher aspiration and impulse, the truer and manlier sentiment?" These finer fruits of education defy all our attempts at measuring their value; they outlast time and can be rightly estimated by Him alone to whom eternity is an open book.

Important as are these questions of the relation of illiteracy to crime and to wealth, they are insignificant when compared with the question of the relation of illiteracy to the politics and government of the country. So long as public affairs are in the hands of upright and honest men, crime may have meted out to it deserved punishment, and pauperism, though a burden and a disgrace, may nevertheless be endured, and the government still live and discharge its functions faithfully and successfully. But when the source of political power is infected by ignorance and the numberless maladies that follow in her train, when the poison has permeated the whole system, and disease and decay are threatening every part, we have to face a question not of political economy but of political existence. We ask then not how we may conduct affairs with the least expenditure, but how we can conduct them at all. True we have not yet reached this condition in this country; but there are among us influences and agencies which if not met and opposed promptly and vigorously will bring upon us calamities more serious than any that have yet fallen to our lot.

Let us look for a moment at the statistics on this subject. The entire male population of the United States of voting age in 1880 was 12,571,437, or about $\frac{1}{4}$ of the entire population. Excluding from the number, Indians and unnaturalized foreigners, we have a little over 12,000,000 of voters, about eight millions, or $\frac{2}{3}$ of them, native whites, about 2 $\frac{1}{2}$ millions, or a little more than one-fifth, foreign whites, and about 1 $\frac{1}{2}$ millions, or $\frac{1}{4}$ of them colored. Of the native and foreign white voters, about $\frac{1}{4}$, or 1,418,000 cannot read and write; of the colored voters, from 60 to 75 percent cannot read and write, making in all more than two millions of legal voters who cannot read and write. The number of voters in the late slaveholding States who could not read and write in 1880 was 1,354,974, of whom 410,550 were whites. The whole number of males of voting age in the South in 1880 was 4,154,125, and hence a little more than *three* in every *ten* of the voters throughout the South could not read and write. In several of the Southern States the illiterate white voters outnumber the colored. In the late slaveholding States, omitting Missouri, Maryland and Delaware, there were cast at the presidential election of 1884, 2,214,372 votes. In these same States the illiterate voters numbered 1,330,490, a little more than three-fifths of the vote cast at that election. In some of these States, as, for instance, Georgia and South Carolina, the number of illiterate voters exceeded the whole number of votes cast at that time. In Mississippi and Louisiana the number of illiterates and the number of votes cast at that time were nearly equal. In six States, the illiterate voters outnumbered the votes cast by either political party. South Carolina and Alabama have more illiterate voters than voters who can read their ballots. We are better off at the North, even if we consider white illiteracy alone. Our free school system, which has never met with favor at the South, has enabled us to escape falling into this pit. Through this system and the public sentiment that stands behind it, we have been able to stem the tide of illiteracy among us. Still we have not wholly escaped. Few in number are the States at the North that do not have within their borders sufficient illiterate voters to decide any ordinary election, if they should vote unitedly on either side. Even Massachusetts has 31,474 white voters who cannot write. True all of them but about 2000 are foreigners, but their voice at the polls is none the less potential. Iowa has 16,000 white illiterate voters; Michigan 26,000; Illinois 44,500; New York nearly 77,000; and our own Ohio 47,413. That would make a pretty good majority in an election in this State. It is more than 2 $\frac{1}{2}$ times the majority received by the successful candidate for Governor at the last State election, and more than 1 $\frac{1}{2}$ times the majority for Garfield in 1880. Hamilton County, where I live, has 3,463 illiterate voters, which is nearly equal to the majority received by both of the present Congressmen elected by this county. A member of Congress stated awhile ago that five-sixths of his colleagues in the House of Representatives were elected by illiterate voters. He meant, I suppose, that in five-sixths of the districts, the illiterate voters hold the balance of power.

Now, what is the political significance of these facts? Do they mean anything to the nation? Do they have any bearing upon the question of good government, of law and order in the land, whether at the present time or in the future? Can we afford to sit idly by and let things drift, trusting to some good genius to deliver us from impending disaster? No one can examine this subject without being forced to the conviction that the question, what is to be

done in view of the alarming prevalence of illiteracy in the nation, is one of the most momentous ever presented to the American people. It is emphatically the question of the hour, a question that will require all the wisdom and statesmanship of the land for its solution. The questions of tariff, of internal improvements, of currency, of capital and labor, even, are insignificant compared with this. We have between six and seven millions of people, two millions of whom are voters, and are helping to make and administer the laws, who are no better fitted for self-government than the same number of Hottentots or South Sea Islanders. If the votes of this horde could be consolidated, they would be sufficient to elect 51 representatives to Congress and 22 Senators. The illiteracy of the South plus 10 percent of its intelligent voters would elect $\frac{2}{3}$ of a majority in the Electoral College, more than $\frac{2}{3}$ of a majority in the House of Representatives, and five-sixths of a majority in the Senate. In all but five States of the Union, there are enough of these illiterate voters to have reversed the results of the last presidential election in each of these States. Should some bold, unprincipled, but successful leader appear to head this unreasoning horde, who would wish to predict the result?

Now, is there any remedy for this condition of things? you may ask. I reply *yes*, there is a remedy. In the first place, let the public school system in the different States be improved and strengthened, and let it be provided by law that every child in the land shall receive, at least, a common school education. In the second place, in the case of these States of the South that are so terribly overwhelmed with ignorance, let the Nation extend a helping hand. Let some portion of the surplus wealth of the Nation be devoted to the purpose of making intelligent citizens out of these ignorant millions. The interest of a common humanity demands it; the good of the Nation demands it; self-protection and self-preservation demand it. We cannot remain indifferent spectators of what is taking place in any part of our common country. This enormous mass of ignorance that over-shadows the South, is rendering free popular government there a misnomer if not an impossibility. It is leading to the adoption of political methods that will as surely work disaster as the sun rises and sets. Wrong-doing, when left uncondemned and unpunished, becomes infectious. If popular government becomes a farce in South Carolina and Mississippi, it will not be long before it will also become a farce in Ohio and the rest of the country. And when that time comes the end is drawing near. The nation is as truly defending its own life when it decrees that its people shall be trained up to intelligent and virtuous citizenship, as when it is marshalling its embattled hosts to resist an invading army. *National aid to Education* should be the battle cry of every political campaign until the people's representatives shall heed the cry and shall make the needed appropriation.

It is a mere truism that a republican government cannot long be maintained without an intelligent people. "Education alone does not make a free country, but there can be no free country without education." The fathers understood this well, and made it their first duty to provide schools for the education of the youth. "In a despotism," as has been well said, "one man rules, and it is essential that he alone should be educated. In a monarchy the king rules in conjunction with certain privileged classes, and so far as government is concerned, education may be confined to them. In an aristocracy, or

an oligarchy, the government is in the hands of a few, and these must be educated, but in a republic all men rule—all are sovereigns, and education must be universal. In an absolute monarchy, a citizen may simply sit on board of the vessel; in a republic he must know how to manage the ship." If we would have a wise and honest government, we must see to it that we have a wise and honest people. We must not forget nor disregard the lesson of history, often repeated, that the growth of a nation is slow; that it requires time and patience and wise care; but its decline is often rapid, and its overthrow sudden and unexpected.

"A thousand years scarce serve to form a state;

An hour may lay it in the dust."

Were a hostile army on our frontiers, the nation would arouse itself and put forth all its energies to defend the land and drive back the advancing foe. An enemy not less determined and relentless is in the heart of the country,—yes, at our very doors,—making new conquests and gaining new strength year by year. It is the great army of ignorance, bearing along in its train pauperism, vice and crime, and all wretchedness and woe. If we would arrest the devastating march of this foe, we must summon all our strength and resources, gird ourselves for the conflict, and quit ourselves like men. The nations of the old world are trying to improve their social and material condition by national education, and in the peaceful, but not less fierce and determined contest for commercial supremacy, in the continuous struggle for life, the worst trained, the worst educated country, will go to the wall. On the extension of the right of suffrage in England by the reform bill, the ministry declared that they could not govern the country unless the measure were accompanied by another to promote education among the people newly admitted to a share in the government, and an act was at once passed to increase the facilities for education in the kingdom. When the schools of Germany won the field of Sedan and punctured the bubble of the French empire, the French statesmen fully realized that it was national ignorance that had wrought their overthrow, and the new republic has been making herculean efforts, in the face of the bitter opposition of priesthood, church, and Bourbons, to place the means of education within the reach of every child in the land. Across the Alps, Italy, that home of ancient power and glory, is striving mightily to rid itself of the shackles of ignorance that have so long bound hand and foot that sunny land. And we, if we wish to retain our position among the nations of the earth, if we wish to promote the prosperity and progress of our people, if we would hope to maintain and perpetuate our free institutions, must understand that universal liberty and equality before the law must go hand in hand with universal education.

MANAGEMENT OF SCHOOLS IN TOWNSHIP DISTRICTS.

BY W. W. DONHAM, FORGY, OHIO.

The appearance of the country schoolmaster before this Association is a new departure, if I mistake not; at least I have never known that individual to appear on the program before. In fact, I do not know of any subject, pertaining particularly to country schools, ever having been discussed here. Is there not something significant in this fact, when we bear in mind that the country schools of Ohio have existed as long as the city schools, and that about two out of every three teachers belong to the country? City and village schools have shown vigor and energy in a healthful growth, while there has been a spirit of apathy possessing country schools, and a feeling of indifference concerning them. Their needs are no greater now than they have been previously but they are beginning to be felt.

De Toqueville says that man made the state but God made the township. If this be true it might have been said of this as of his other works, "and behold it was very good." We prize the institution because it brings our form of government as near to democracy as is consistent with our organization of society. While for most purposes we have made the township the unit of government, and recognized it as good, yet it has not been so in the management of schools. Nominally, it may be; practically, it is not. The township is not a district in the sense of being the source of authority and the centre of control; it has sub-districts which, generally, are as independent in their management as the schools of one county are independent of those of another.

We are fully aware that in speaking of the lack of management, or of the mismanagement of township districts, or sub-districts, or wherever the management may be—we say that we are aware, in speaking of these defects, that we are treading dangerous ground; for there are those who persist in defending the system and in lauding the results. These favorable estimates do not come as the result of study or of observation, but rather by that course of logical reasoning which says, "It ought to be so, therefore it is so." One of the leading arguments brought forward in support of the excellence of the country school is the fact that the greater number of successful business and professional men come from the country, and that in some way they owe their success to the superior mental discipline derived from these schools. Without denying that there are some good teachers, some good methods, and some good results, we say that it is not fair to attribute success in this case to the country school. The country boy's advantages arise from various sources, such as his physical strength, his moral qualities, and steady habits formed under wholesome influence; he most likely, has received a good part of his education in a city or village school, and it may be has finished his work at the high school or college. Another conspicuous argument in favor of the present order of things in the country school is that it is free from an abuse to which city schools are subject, viz: too much system and classification. This is a bugbear; because, in some instances, an abuse has been made of a good thing there are those who can see nothing but its evil features, and are ready to cry out, Away with it, we will have none of it.

The State of Ohio spends annually, for the support of township schools, between four and five millions of dollars, spends it on an institution that is without management, and that is in no way answerable to any authority for the fulfillment of its ends. More than half of the children of the State are being trained under a plan without system, without order, and that fails to give an object or an aim in the undertaking. If these assertions be denied we would ask, who manages the country school? Not the township board, certainly, for, as a rule, they know as little about the schools that are nominally under their control as they do about those in the remotest parts of the State. The local directors do not oversee the operation of affairs in their respective schools. They consider their duties discharged when they have employed a teacher, made necessary repairs, and furnished supplies. Resolutions and written orders are the only means of control held by the body that is supposed to direct the school interests of the township; and these are of little avail, because it is the duty of no one in particular to execute or enforce them. The local board does so or not, just as it suits their convenience and taste; if the duty is of any consequence, requiring time, attention, and trouble, it will never be discharged.

Whatever of management and control there is, then, devolves upon the teacher; but he bears no relation to the township board, he does not know that body, they do not know him; he knows nothing of their actions or orders, they know nothing of the discharge of his duties; he is in no way responsible to them, they have no control over him. Local directors can not pass measures affecting the management of the schools in their most important interests. They have no power to do so even if they have the inclination. The teacher, if he is honest, will discharge his duties so far as precedent and custom have defined them; he organizes his school but does it according to his own ideas and his own convenience. The work that he does has no reference to what has been done or to what will be done. A stay of a term or two may enable him to correct some of the errors introduced by his predecessor; it may allow him to get things fairly established according to his own views, but he can expect nothing more. Is such a plan of proceeding, when it has to do with the highest interests of the individual, and the most subtle force of all creation, worthy of the name of management or system?

Human nature is much the same everywhere; man naturally does not seek care, responsibility, and arduous labor. This disposition is recognized universally, except in the management of the rural schools. In no other occupation are men employed without having their duties defined, their work inspected, or without being answerable to some authority for the amount or character of the work performed. The individual who is able to withstand temptations arising from such a system is above the ordinary.

Educational facilities in the country are better than they were thirty or forty years ago. Houses, furniture, teachers, and methods are all better; this progress certainly does not bespeak a bad condition of things. So men deceive themselves, in arguing that what we have is good enough. It can be shown that every one of these improvements has had its origin outside the country school, and bears no evidence of internal growth and improvement. The true condition to be sought is not additions from without, but growth from within. But this need never to be expected under the present plan of management.

For some years, provision has been made in the school law for a more systematic plan of work than is in present use, but only recently has it received much attention. It has been my privilege for the past three years to labor in two communities that have taken the advanced step to secure township supervision. Of some results and observations made in this connection I am expected to speak to-day.

This movement, where it has been inaugurated, has come out of the demand for system, order, and more thorough work. One board of education in establishing supervision set forth their reasons for so doing as follows: "We have long been cognizant of the fact that our schools, as heretofore conducted, failed in many important points, viz: in securing anything like a full attendance of all children of school age; in giving the pupil no definite purpose or aim in his work; in having no report from the teacher either as to the amount or kind of work performed; in short, from the lack of a definite plan and general direction of the work, they have failed to give either that information, or that useful discipline which one would reasonably expect, and which all should desire." The failures here enumerated are not overdrawn, neither are they exceptional; they belong in a greater or less degree to every school of this class. The object of conducting the schools on this plan is to bring them together as one body, under the control of one power, to which they shall be responsible for the means placed in their hands. It can be done in no other way than by making it the duty of some one in particular to see that the measures proposed by the township board are carried into effect.

The township superintendent is thus made a connecting link between the source of authority and the object which it regulates. One of the first duties of this officer is to see that a course of study is provided and carried into effect. It is a mistake to think that the laws of the State have outlined the studies that shall be pursued; they have done nothing more than to permit certain branches to be taught and to exclude others. The number of studies that shall be pursued, the order in which they shall be taken, the points at which promotions shall be made, and the requirements to complete the course, all need to be marked out. It is not enough that this outline be made and given into the hands of the teacher. The superintendent must see that the teacher has the inclination, the knowledge, and the ability to enforce it. Now, important as this provision is, it has its opposers. Men who are honest but ignorant set themselves against this, calling it visionary and useless. The objections raised, where any are assigned, amount in substance to this: A course of study does not look particularly to the accommodation of tardiness, irregular attendance, the pursuit of studies according to taste, or the introduction of outside branches for the convenience of older pupils. The very evils that should be eliminated furnish objections to the system that would remove them. This class of opposers is made up, principally, of those persons who were educated under the hap-hazard system, who were allowed to go to school two days out of a week and to stay at home three, who studied what they chose and graduated from the district school at twenty-one, or earlier if they tired of going before that time.

Intimately connected with the establishment of a course of study is the classification and grading of the school. The two are inseparably connected; the first never operates without producing the second; the second can not exist

without the first; the one is the cause, the other the effect. Are we to elevate the schools to this standard, or must we conclude that they are cast in an iron mould and are ever to continue in this same pattern? If any marked improvement is to be made it must be done along this line, for this lies at the foundation.

Energy and purpose can be inspired in a pupil where the work which he is to do is definitely set before him. It lightens any task to be able to measure the progress we are making in it. It begets a stronger desire to complete an undertaking if we can see the end from the beginning. When a desire is incited in a pupil to do the most and best work possible, then school management, so far as that individual is concerned, is about mastered. But this, says one, is the work of the teacher and can not be effected without him. Very true, the school will be no better than the teacher, and we might add that it will not be half as good as the teacher, if he is compelled to work under a system that does not give him half an opportunity to do his best. No system of labor, however good, can supplant the operator, it can only assist him; and this is all that is claimed for township organization.

Rural schools enroll from twelve to sixty pupils, with about two-thirds of this number for an average daily attendance. The classes are consequently small and but few pupils are brought into contact in their studies. If each school is a separate and distinct body, then the class of one, or two, or possibly half a dozen pupils, is entirely shut off from further contact or competition. Under such circumstances a spirit of emulation can not be aroused. That push and vigor which characterizes larger classes is entirely absent, sluggishness takes the place of mental activity. Bring these schools into closer relation with each other through the media of examinations, comparison of work, educational gatherings, and school expositions; then they receive this needed impulse which they can never get in the solitary sub-district.

One of the serious problems in the management of our schools is the management of the patrons. I do not mean by this that teacher and parent will always be at variance, and that the teacher needs to study cunning and deceit in order to accomplish his purpose. There are defects in the school for which the patron is responsible, there are particulars in which his co-operation is very necessary. Irregularity in attendance can usually be charged to the fault or neglect of the parent. The temptation is strong to detain the child for an hour or two in the morning, or for a day or two in the week, or for a few weeks in the busy season, when such service is as valuable as that of a full paid hand. The co-operation of home authority is needed when there is a difficult case to manage or an important question to settle. These are not merely matters of taste but of duty. In almost every community the notions of education need to be improved; nothing like a proper support will be given until this is effected. The farmer is not going to do without the help of his boy until he sees that there is more gained in sending him to school regularly than there is in keeping him at home. He is not going to insist on a regular line of work until he is convinced that it is to the pupil's advantage. The farmer is a matter-of-fact man, not easy to reach; owing to his retirement and conservatism he is not acquainted with the progress and needs of education, and consequently does not seek to introduce reform, but on the contrary sometimes opposes it as useless and visionary. Educational and social gatherings will reach many who

need this enlightening influence. The wholesome social effect of bringing a whole community together for a day to hear educational subjects discussed, to witness the results of school work, and to hear their own children participate in literary exercises, does more toward opening the minds and hearts of fathers and mothers to the true educational interests of their children than anything else that can be said or done.

But how will this township plan of work affect the teacher? He has hitherto been free and unobstructed; he has organized his own school, held his own examinations, and made his own promotions; rather, he is supposed to have done these things. Now, will this not take away from him rights and privileges, reduce him to something of a machine, and destroy his individuality? The district fathers propose this query, and now and then the teacher shakes his head as though he fears an encroachment. The fair-minded and willing teacher is ever ready for that which will promote his work and bring into recognition his merits, while the shirk complains of any thing that investigates his work or asks for results, and the pedant and bigot can find no comfort under the system of management because it must have a head, and he will accordingly be humiliated to the position of a subordinate. The teacher of good judgment soon sees that the superintendent is not simply an overseer, an inspector, or a spy; but that he is a friendly helper, working for the good of the school. He further sees that the superintendent may accomplish for the school that which is beyond his power to effect. Having his authority from the general board of education, he can better understand and enforce their regulations than any one else. Standing in the relation that he does to all the schools, he can be instrumental in bringing them together, so that the spirit of emulation may be aroused, not only among the individuals, but among the different schools.

The narrowing tendencies of teaching, of which we hear so much, may be the result either of too much system or of too little system. When plans and methods are so perfectly formed and so nicely adjusted that nothing remains but the mere mechanical execution, then any occupation dwarfs the mind. On the other hand, labor may lose its quickening influence by reason of its very indefiniteness, or by the separation of the laborer from contact with equal or superior minds. The first condition does not affect the country teacher, the second does. Monarch of all he surveys in his own little sphere, he soon confines himself to this, nor sees nor thinks beyond it; then he begins to assume the testudinal character, his intellect becoming encased in a shell that grows smaller and smaller. A more intimate relation of the teachers, even of a small community, such as will be brought about in a well sustained institute and teachers' reading circle, can not fail to accomplish good in the way of broadening intellectual life and furnishing a better preparation for the specific duties of the profession.

The work that is done in the common schools completes the education of the country boys and girls. There being nothing beyond this, they are not ambitious to complete even the little that is set before them. The possibilities of a higher education should be placed within the reach of these boys and girls by establishing in every township one or more high schools. Many will avail themselves of its advantages in preparing for a college course or for their business in life. Those who never enter it will derive benefit indirectly by having these loftier objects placed before them, and by the improved surroundings

which such advantages invariably bring. Township organization and the township high school are closely related; the one is the complement of the other. The first fits the pupils for and supplies them to the second, the second gives inspiration and motive to the first. As soon as a course of study has been in operation long enough to begin to furnish graduates from the common schools, a demand is certain to be made for more extended privileges. The country high school has been tried long enough and successfully enough to remove it beyond the province of experiment. The impossible things and the impracticable things that have been urged as being against it have disappeared under the crucial test of experiment. In some instances failures have been made, owing to a lack of sympathy and union between the higher and the lower schools. But why rehearse these advantages? They have been fully tried under a little different circumstances. Their value has been proved. The same measures which we are trying to introduce met with opposition and reverses when first proposed in towns and cities, but now they are firmly established, and are no longer opposed or questioned.

We are not arraigning our schools with any new accusations. The same complaints are raised wherever the system holds; therefore we have no fear that what we have said will be regarded as overdrawn. The remedy proposed for these defects has been tried to a limited extent in our own State, and more extensively elsewhere. The results claimed are not ideal. In an experience of three years, we have seen a course of study adopted throughout the whole township. In this time we have seen schools well graded that before presented the greatest irregularity and confusion. We have seen pupils engaging in their studies with zest and earnestness because their work was to be inspected and because their promotion depended upon their proficiency. We have seen teachers become more enthusiastic and energetic; even those who looked with doubt on the undertaking have become its warmest supporters when they have seen its operations. We have seen incompetent teachers, who had imposed themselves upon unsuspecting communities for years, replaced by persons of real merit. We have seen the central high school giving to the young men and women as good opportunities for education as they could have in town or city, and the influence going out from this center pervading the whole community, and giving new thoughts and aspirations to its youths.

What more do we need for the improvement of our country schools? The law permits these advantages. How can we secure them? Not by waiting till every condition is favorable, but rather by laying hold and helping to mold public opinion, thus securing the conditions needed for its adoption and continuance. But little further legislation is needed, yet there is a pressing need for that little. One board of education should have charge of the schools and should be made responsible for their control. No system of management can meet with continued success where authority is so uncertain and where it is so divided as it is between the general and the local boards. The old sub-district plan is losing its hold everywhere; it is only a question of time as to what shall take its place. The township plan of organization under county supervision has the widest application, is, perhaps, the most popular of any yet undertaken. It is not the best. A good executive officer, in this position, can plan and organize, but his work lacks an essential feature of supervision; it does not inspect. This person is not brought into immediate contact with teacher and pupils, he

does not know them personally and can not direct, incite, and help them as the proper discharge of such duties demand. Township organization and supervision is possible, it is practicable, it is the measure that should be advocated and adopted, it is the step that will place the country schools of Ohio first of all in the nation.

DISCUSSION.

S. P. MERRILL, superintendent of the schools of Willoughby township, Lake county:—

I will not offer any criticism concerning the neat and worthy paper to which we have just listened; but heartily commend it to the careful consideration of all who have heard it and all who may read it.

The place that this subject occupies upon the program means something,—it means much to the great cause that we should all earnestly espouse. The schools of the country districts are awaiting and even imploring aid from the educational leaders of the land, that the standard of education among them may be raised, and that the pupils of these schools may be better fitted for the great duties of life.

Our work began in the Willoughby schools four years ago, and last week we turned out twenty-four graduates,—a class of bright, sensible boys and girls, of whom I have much hope for the future. This new and great work must go forward; and it is time for all to put their shoulders to the wheel for the sake of the great interests at stake.

ALSTON ELLIS:—I am glad of an opportunity to speak on this subject, as it is a subject in which I feel a deep interest. But I am astonished to hear that this is the first time country schools have come up for consideration in this Association. Committees without number have been appointed to consider this very question. From the days of Samuel Lewis down to the present time, this matter has filled the pages of the EDUCATIONAL MONTHLY, and it has been the burden of nearly every report from the State Commissioner's office. An Ungraded Section of this Association was formed several years ago, at Put-in-Bay, and several meetings were held in the interest of these schools. It is my firm conviction that the reason we have not secured legislation in behalf of these schools is because the ungraded school teachers have stood in the way. The teachers of graded schools have been ready and have done what they could; but the country teachers have poured cold water on the movement.

ELI T. TAPPAN:—It appears from the paper read that without any further legislation the organization and management of the country schools might be greatly improved. We have been making one mistake. We have spent too much time in mere talk. Instead of putting our own shoulders to the wheel, we have waited for a Hercules to come and move the load for us. We must do less talking and more effective work.

R. H. HOLBROOK:—It is not just to lay the whole blame on the country teachers. The responsibility of failure does not rest upon them so much as upon the school directors. The teachers in many counties have done nobly, but the directors hold back. The directors must be reached. There should be a directors' day in every county institute. The country teachers stand in the same relation to educational progress that we do; they are powerless, and

so are we. For us to undertake to push a measure through the legislature is an indication that it will not prevail.

JOHN HANCOCK:—I am disposed to corroborate what has been said by both Dr. Ellis and Mr. Holbrook. The country teachers are to blame and directors are to blame. But the trouble lies further back—with the people. Directors reflect the sentiments of the people. When we get the people right, the directors will be right; and when we get the directors right, the teachers will be right. We must form public opinion. Legislators will not vote for a measure like this which is not demanded by their constituents. One trouble with us is that we do not act in concert. We must keep in line of battle. We shall yet succeed.

COMMISSIONER BROWN:—I desire to commend the paper of Mr. Donham. It is just what we need. I approve what has been said about creating public opinion; but we must not neglect legislation. Every teacher should use all his influence toward securing the votes of members for the Albaugh bill. It contains practically all the provisions of the Akron law, which has been so generally adopted by the cities and towns of the State.

J. TUCKERMAN:—Four townships in our county have succeeded in electing township superintendents. The measure is working its way gradually.

R. W. STEVENSON:—I wish to add a word of commendation of the paper read by Mr. Donham. I know something of his work. The success of the movement with which he has been connected is largely due to his untiring efforts. I am disposed to think a good deal of the responsibility for the failure of some of our efforts does rest with the country teachers. I went into the Legislature last winter to say a word for the Albaugh bill. One member with whom I talked said, "I cannot vote for the bill. Our teacher says we do not want it." I wish there were some way to reach the better class of country teachers. Many of them are good men—men of influence.

J. S. ROYER:—Darke county has not often been heard from in this body. Will you hear a word from Darke? A good deal has been said about where the blame rests. Teachers are to blame in part, and directors in part. I am disposed to blame teachers for their lack of courage. They ought not to be afraid to speak their sentiments. They should be leaders rather than followers.

JOHN AKELS:—We must put some one in Columbus to watch legislation. Measures do not always stand on their merits. There is a great deal of trading and log-rolling. A measure sometimes fails when three-fourths of the members are in its favor, through bargaining and trading.

INDUSTRIAL EDUCATION.

BY J. W. DOWD, TOLEDO, O.

It may be taken for granted that no one is opposed to industrial training in its broadest sense. "In the sweat of thy face shalt thou eat thy bread" is the best prescription ever given to human beings. Bread eaten in any other way is not so well relished. The great mass of people must work, and any training that in any way leads away from this end is not the kind the public needs.

I never have believed and do not now believe that our public schools make idlers. The same qualities that are necessary to prosecute successfully a course of study in any good school will also be found necessary in pushing forward the enterprises of business life. High school graduates do not make good tramps. The tramp left school early, when he found that he must work his way from grade to grade.

But it is a question whether the industrial training which our schools give is the best that can be found. A purely intellectual education has its industrial value, and conversely, a purely industrial education has its intellectual value. We are educated not by books alone. In our own schools an attempt was made to test practically what many believed could be accomplished. The trustees of the Training School were granted by the board of education the use of the old Mann high school room and a recitation room adjoining. The high school room was fitted up as a work shop, benches and tools being placed therein to accommodate at one time twenty-four pupils. The other room was used for drawing.

Two classes of about twenty-four each took the manual training in addition to their regular work. One of these classes was from the senior grammar, or eighth year grade, and the other from the junior class in the high school, or ninth year grade. These classes spent two hours each day in the work-shop, and one hour in the drawing room.

A year later, the course was extended and more than a hundred pupils took the course. The progress made by the pupils in this short time was such as to surprise all who inspected the work done.

It is asserted by some that the time given to manual training must detract considerably from the work done in the purely intellectual department of the schools. Our short experience has shown that this assertion is based on false grounds. The time given to manual training should not be subtracted from that given to regular school work. It should be taken from that which is idly and aimlessly spent on the street and in social dissipation, and all the subtraction that can be made in this way is a real addition to all that goes to make up good health and good habits.

In the city, most of the boys have little to do outside of school hours. The city boy "relaxes" too much. He is always ready not to do anything. The manual training school utilizes time worse than wasted, and utilizes it too, in a most advantageous way.

The boy who takes the manual training course is in a better mental and physical condition to do the purely intellectual work than is the "flabby" boy who knows not how to use his hands.

In the history of our high school twenty-eight classes have been graduated, the number of graduates being 687. Of this number, 480 were girls, and 207 boys.

From the report of our State School Commissioner for 1883-4, I find the whole number of graduates of the high schools of the State, so far as reported, to be 13,791, of whom 4,520 were boys, and 9,271 were girls. Now it is not a matter of regret that so large a number of girls complete the high school course. Would that the number were quadrupled!

These girls are to preside in the homes of the land and to become wives of boys many of whom have never had the benefits of a high school course.

But to place intelligence and culture in the mind and heart of a wife and mother is to put them where they will do the most good. So placed they are not a candle "put under a bushel, but upon a candlestick, and they give light to all that are in the house."

According to the same report, the number graduated last commencement was 1,548, of whom 480 were boys, and 1,068 were girls. Thus it will be seen the number of boy graduates compared to girls, altogether less than one to two, is gradually growing smaller.

The boys fall away very rapidly from the time they reach the high schools. Referring again to the School Commissioner's last report, I find that there were 3,390 withdrawals from high schools during the year 1883-4, and of these there were 1,563 boys, and 1,827 girls. The number remaining in these schools at the close of the year was 3,470 boys and 6,156 girls, a total of 9,526.

This shows that while on the whole number enrolled during the year the ratio of the boys to the girls was as 100 to 160, at the close of the year on account of the larger proportional withdrawal of boys the ratio was 100 to 177. This ratio, as we have seen, keeps on growing until in the graduating class it becomes as 100 to 222.

For every "sweet girl" graduate there should be a brave and capable boy graduate. Why do boys fall away so rapidly when they reach the higher schools?

A boy at 14 or 15 is a restless, impatient fellow. He longs to do something for himself. He knows in the community in which he lives many men of prominence and of wealth who possess but a meager education. The boy argues that he has as much education as is necessary to carve out for himself a way to wealth and prominence. Boys have a wonderful store of vitality, manifesting itself in a desire to do something.

"All work and no play makes Jack a dull boy" is an adage with which most of us were acquainted when we were young, and some of us, I know, have endeavored to impress it upon parental understanding.

However that may be, this will probably be found true, "All study and no work nor play is very dull to Jack." It isn't play so much that Jack wants, as it is some escape for his exuberant vitality. Every muscle of his body cries out for something to do, and if there is nothing provided for him he provides himself with something.

God has joined the mental and physical in one being, and the law of growth for both is exercise. Each is mutually dependent upon the other. "A sound mind in a sound body" can never be secured if the mind only is exercised and the body bandaged.

As a rule the men who dominate in the world's affairs are men of muscle as well as brains. They acquired their muscle, too, by manual toil.

This new country of ours has been full of things to be done. And up from the fields where great drops of sweat have fallen from the brow of toil have risen men—men to do, to dare, to lead and to command. The map of affairs does not come from the cloister. But there is no such school now for the making of men as there was fifty years ago. The forests have been cleared away. "The crooked places have been made straight and the rough places smooth," and the men of the future are not to come up along the way trodden by Andrew Jackson, Abraham Lincoln, and James A. Garfield.

The hardy pioneers gave this country in their sons a generation of giants, and if we do not, shortly, in speaking of giants, have to use the past tense and say that there were giants in those days, it will be because the boys shall have been given plenty to do, and the limitations of city life are such that parents are powerless to do anything for their boys. The boy in the city has school advantages, let us hope, superior to his country brother, but the country boy has industrial occupation to supplement his school work; or, perhaps, it would be better to say that he has a little school study to supplement his industrial occupation. But to return to the causes of boys leaving the high school.

The first reason is that they think they can get on in the world as well without more education as with it.

The second reason is from satiety of books and study; and there are, no doubt, many boys who, expecting to follow industrial occupations, fail to see where the benefit is in longer tarrying at their books. Let these boys, the first class, see how a manual education gives them hands with which to work their way up the ladder of life, and they will stay to acquire them.

For the other class, the work in the shop will be in such pleasing contrast with their study hours, and so restful and satisfying to their physical frames that they will vibrate from one to the other with whetted eagerness. Boys who expect to follow some mechanical pursuit will find in the manual training school a means of discovering their particular bent, and, in a great measure, of educating themselves for their future calling. The manual training school, properly organized, will hold the boys to the end of the high school course, and will fix the high school as firmly in the hearts of the people as the primary school is now established.

Manual training in the high school will do much more than this. While there is no foundation for the oft repeated assertion that our schools educate away from labor, there, nevertheless, is in certain circles of society, and society alone is responsible for it, a looking down on the man who wears the greasy clothes of the mechanic. Young men are made to feel the force of this sentiment when they come to the eventful choice of a life vocation, and as a consequence, there is a glut to-day in the market of "soft-handed" labor.

The *Scientific American* is authority for the following: "A large shoe firm in Boston lately advertised for twenty-five shoe fitters to work in the factory, offering full current rates and steady employment. The advertisement brought one application. About the same time another firm in the same city advertised for a book-keeper, and the next day's mail brought 347 answers. During the same month, an advertisement in a Detroit paper for a clerk brought 130

answers the first day, and an advertisement for a week, in the same paper, for a good carpenter, brought only four replies."

The making of hard work a part of a high school education will do much to break down the vulgar prejudice against labor.

Much of this pervading prejudice against work comes from the fact that, in the labor necessary in a new country, physical power is the prominent factor. But when it is seen that hand-work is really brain-work, and the more brain there is in the hand, the better it pays, then will come emancipation from this prejudice. Brain will tell under the greasy dress of a mechanic as well as under the silken robes of minister or judge.

Another very valuable feature of manual training is its indirect bearing upon moral education. There is the essence of wisdom in the old adage, "The devil still doth mischief find for idle hands to do." Idle evenings, idle Saturdays, idle vacations are having a very bad effect on city boys, in this, that these idle hours do much to counteract the effect of earnest, honest work in school in the formation of habits of work. The country boy has his "liberal education," his manual training, in the way of chores. The city boy loafs, rides his bicycle, plays base ball, or yells himself hoarse at the match game. He is omnipresent upon the streets, and turns up in sudden and unexpected multitude to follow the band wagon or witness a fire.

His parents are led to believe that he requires several hours of rest and relaxation every day for the five or six hours he spends with his books. There is no work for him to do and he must rest and relax. In his enforced idleness he is led into the way of all the evil there is in the cities. He is "knowing" in all the ways of wickedness. He is wiser in his day and generation at fifteen than was his country brother of the last generation, now the prominent man of the day, at twenty. And all this because he has nothing to do. He works so hard in the day at school that he is let out on the streets at night, "the witching time of night when churchyards yawn and hell itself breaks in contagion on the world."

In the towns and cities of this land night is "the wide gate," and the streets the "broad way that leads to destruction and many there be which go in thereat."

From fourteen to eighteen is the critical time in the lives of boys; it is then that they fix those habits that are to rule their lives. Two points fix and determine the position and direction of a straight line. A few points in boyhood from fourteen to eighteen determine the whole trend of a life.

Manual training in the high school gives a boy something to do. It requires him to spend two hours a day in hard work in the shop, work which in itself is sufficient relaxation and exercise for the whole day. Instead of tramping the streets for exercise, he gets it in the day time in the shop, and is compelled to study at night in his home. And the boy who stays at home at night is safe, safe from a thousand snares spread for impulsive and unwary feet.

And why shouldn't the high school boy have manual training? It is no detriment to his regular work in the school. We have fifty boys who took the course and they stood right up in the classes side by side with the other boys. It is true that the boy in the manual training school has to cut down his time for riding bicycles and playing amateur base ball. But instead of hurting the boy, it helps him.

Two years ago, a pale-faced boy was promoted to the high school. He was a youth of slight physical frame, of the sort that physicians sometimes recommend to be taken from school for the benefit of their health. At the beginning of the year he entered the class in manual training, and with some curiosity I watched the physical effects upon the lad. After some months I began to detect rounded lines in arms and legs where before there was a painful straightness. Walking home with him one day, I inquired about the training school and its effects upon his health. "Well," he said, "I do not know that my health is better than it ever was; it has always been good, but then I am a good deal stronger than ever before." The manual training school not only educates the hand, but it puts legs and arms on the boys instead of the miserable caricatures we sometimes find instead. It puts down under the life a good physical foundation.

The boy has a right to the best training the state can give him in the time devoted to his education. If he can take a course in manual training without any detriment to his other studies, why should we say him nay?

It is certainly true that the training in the manual school lets in a flood of light upon a thousand things but imperfectly understood before. All the manual exercises are intellectual exercises.

Man can be defined to be not only the animal that laughs, but the animal that uses his hands for constructive purposes. And in all construction, the hand and brain are complementary factors. We deal too much with words. Like Hamlet, our pupils read "words, words, words." In the manual school we get down under the word to the thing itself.

Now, if the introduction of manual training in the high school compels such a judicious use of time as will do away with loafing and killing time that hangs heavy on unemployed hands, if it will take the boys off the streets at nights, there is another powerful reason why it should be introduced into the high school. If further than this, it aids in building up a robust type of the physical man, if it gives that temperate exercise, spoken of in the old copy books, which strengthens the constitution, there is another reason why we should encourage manual training.

But, if beyond all this, it holds out to the boys a promise of an education that will the better enable them to take hold of the practical business of this life, if it gives them the hope of a hand so trained that it can catch on to any one of a thousand occupations, and if by means of this sure promise and this well grounded hope, the boys can be induced to prolong their school life until the ratio of boys to the girls shall not be as 100 to 222, but as 222 to 222, who of us will not be advocates of manual training in the high school?

DISCUSSION.

W. S. GOODNOUGH:—Manual training in the public schools is everywhere under discussion, and the first inquiry that presents itself is, "What can be done? How shall the expense be met? Will the people sustain it with its large per capita tax?

If the public of any city are not yet ready for the fully equipped manual training school at public expense, there is one thing that can be done in all schools at a very small cost. Every one who understands the matter will hold that industrial drawing is the very foundation of all manual training, and the

expense of introducing it into schools is not great. The properly trained teacher and the necessary models are the only requirements. The instruction in industrial drawing has gradually come to be formulated into three general divisions, known as *Construction*, or the kind necessary for the making of objects; *Representation*, or that necessary to show the appearance of objects; and *Decoration*, or that which teaches the principles and practice of design. These three divisions are carried along through nearly all the grades of the public schools as three parallel lines of work.

Under the head of *Construction*, pupils make working drawings to scale, of various objects, showing dimensions and facts, so that a workman could construct the object from the drawing. To make our work more practical and to teach pupils more fully the value and use of this kind of drawing, they have been encouraged to construct the objects from their drawings, as optional home work.

This has proved so admirable an adjunct to the drawing, that it has been developed further, and as a consequence we now have manual training without any expense, from the lowest primary through the grammar grades, in many of the best schools of the east and west. This work is carried on, particularly in the lowest grades, as much or more for its strictly educational value in obtaining knowledge of form, than for the manual skill to be required.

In the schools of Columbus, Ohio, the pupils of the lowest primary grade are first given the simple geometrical solids and derive the leading facts of their form from handling, observing, and being questioned about them. The children then model the shapes in clay, and further, model any objects founded upon them, or similar in form. They are also taught to form designs from wooden splints and geometric surfaces or tablets, and to cut from colored paper all the plain geometrical figures occurring in their work, first drawing them. They are also encouraged to cut any figures other than the geometrical surfaces which they encounter in their drawing or elsewhere. Much of the cutting is optional home work, teachers selecting the best pieces and mounting them on a large sheet of card board for preservation.

In the second year the pupils continue their form lessons from solids, model them in clay, and go on with cutting from colored papers of all geometric figures or surfaces, vase forms, etc. occurring in their books, and many simple common forms or designs not in them.

In the third and fourth years, the cutting from paper is continued, and whittling or cutting the same shapes from thin wood or soap is commenced.

In the fifth year, where working drawings of solids are made from objects, pupils are encouraged, as home work, to construct the objects from their drawings. In this way they make nearly all the geometrical solids and many other common objects.

The same work is continued in higher grades. In the latter part of the fifth, and in the sixth year, a part of the work consists in drawing the development of certain objects, as a cube, rectangular, triangular, or hexagonal prism, cross, cone, lampshade, pocket-book, etc.; that is, they draw, following certain rules, the shape which in the flat, would fold or roll up to give the solid, just as a tinsmith in making a coffee-pot must first draw and cut out of the flat sheet of tin, such a shape as when rolled up will give the required form. Our pupils are required to make both the drawing and the object from the

drawing. They may make their objects from any convenient material, as paper, cardboard, tin, wood, soap, clay, iron, etc., and they make a great variety of objects not occurring in their drawing work. Following are a few that have been made: knives, forks, spoons, shovels, saws, hatchets, hammers, pincers, flat-irons, fans, chairs, tables, keys, mortise and tenon joints, halved joints, books, ladders, wheelbarrows, hods, mortar troughs, rocking chairs, dressing cases, bedsteads, houses, etc., etc.

Most of the work is done at home with the jackknife or such tools as the pupils find there, and is optional. It is participated in by girls as well as boys and cannot help but cultivate mechanical skill and taste and bring to light hidden talent in this direction, and foster inventive faculties. It certainly provides amusement for the idle hours of the city boy, and will at least create favorable public opinion and thus prepare the way for the fully equipped manual training school.

INAUGURAL ADDRESS.

BY C. L. LOOS, PRESIDENT OF SUPERINTENDENTS' SECTION.

It is with no small amount of embarrassment, that I enter upon the duties of this day. Above all things, it would seem to me most fitting that a man of more years and experience than mine should preside over this body. I thank you most heartily for the most undeserved and unexpected honor of an election to this office, and will, in my feeble way do my utmost to preside acceptably.

As the years go by, these meetings of ours take on greater and greater importance. The aims of educators have been the same always. A study of the history of education will show that the results sought after by teachers one thousand years ago were identical with those we are striving for to-day. From the most ancient times education was recognized to be the development and cultivation of the various physical, intellectual, and moral faculties, and it comprehended every preparation that is made in youth for the sequel of life. We have no better definition for it to-day.

But times change, and with the recurring centuries come new duties, new requirements. Every man who steps into the arena of life finds accomplishments required of him that his father did not need. There was a day when the student of theology, law, medicine, philosophy, science or mechanics, had to know how to read Latin. That is not needed now, because the best works, containing the most advanced thought, on those subjects are not written in Latin. During those ancient times men studied Latin and Greek for the same purpose that we now insist on a knowledge of English, German, and French,—because the best and latest information is written in one or the other of those languages. Educational writers and speakers are fond of saying that "There is no more momentous question before the American people to-day than that of public education." They might as well leave out the word "*to-day*", for this question was *always* recognized as a question of permanent importance, from the earliest times, and many a student of educational history is surprised to

find great and good thoughts, advanced by great and good men centuries ago, which are as great and good and useful to-day as they were then. Mere instruction, in and of itself, remains essentially the same, "yesterday, to-day and forever," but the question as to the scope and character of the education which we will give our children is essentially a new problem, to be worked out by every new generation in its own peculiar way.

As I said before, the end to be attained, has been, is, and always will be, the same. To train the pupil for future citizenship, to fit him for the successful discharge of his duties, whatever may be his station in life. From time immemorial, this has been the end of teaching. But to this end our children must be brought into sympathy with their environment; and this environment changes with every recurring year. Human nature contains many unchangeable elements, but civilization is ever changing; and that life into which man must be introduced, and of which he must make a part, is full of change. Educational theory and practice must embrace both the unchangeable in man, and the rapidly varying elements of his environment. As the world grows older, these changes are more rapid. A greater change has been made in the phases of human civilization and life in the last eighty-six years than ever was experienced before in the world's history.

"We are living, we are dwelling
In a grand and awful time,
In an age on ages telling;
To be living is sublime."

What a wonderful kaleidoscope of varying colors and forms is the society into which our pupils are to be ushered! What a turmoil of change! What new things under the sun? Physical causes are bringing about metaphysical changes. Men live differently and think differently than they lived and thought a half century ago. Powerful factors have been at work bringing about this change in methods of thought and life. Steam, and electricity and invention, the rapid transmission of thought around and about the world, as well as the rapid transit of humanity itself, and the wonderful, powerful, intelligent and ever-present printing press—these have made a different people and a different world, no man in city, village, or country can get beyond their influence. A man may set foot upon the shores of Europe seven days after leaving New York. Spurgeon preaches a sermon in London on Sunday, and English speaking people all around the world read it on Monday. We are as near to London, and Paris, and St. Petersburg, and Constantinople, as we are to New York. The Orient is close up against the Occident. No shores are distant, no "hermit nations," "no nations living behind a screen." China, and Egypt, and Japan are as free to the world's commerce as England or America. The whole world is fast becoming one community, bound together by iron, electricity and steam; a community where every citizen feels his pulse throb in sympathy with his fellow citizen, be that fellow citizen American, English, Chinese, Australian, Bengalese or Turk; a community in which the rosy tinted dawn, as it climbs over the horizon, finds men reading the same morning dispatches in almost the same words throughout the whole twenty-five thousand miles of its course. The railroad, the telegraph, the telephone, the

Atlantic cable, the Brooklyn Bridge, the Washington Monument, &c., &c., *ad infinitum*—all these have made a different people, a different world.

The influence of all these goes creeping, creeping everywhere, with a powerful force, moulding men's minds, and thoughts, and words, and deeds. How much more knowledge the people have! This wonderful, powerful, omnipresent knowledge, how restless it makes them! When revolutionary movements are evident everywhere,—masses rising and demanding why things are as they are! Written across the face of the nineteenth century, you may read, "Every existing institution must give a reason for its existence or perish." The divine right of kings is questioned in the house of its friends. Monarchy must give way, and the individual be enfranchised. All this has roused into new life the divinity within men. They leave generalities and comprehend particulars; they question all things and all men, and accept nothing until they have examined it and found it true. Into such a world with all its good and with all its evil, for it is not an unmixed good, our young men and maidens must go to become producers, or paupers; law abiding citizens, or criminals; respectable men of society, or tramps; intelligent voters, or tools for demagogues; patriots, or partisans.

As I said before, the end to be attained by an education is the same now as it always was, but the means through which this end is to be reached must change with the changing times. How shall we bring our pupils into close, active and wholesome sympathy with their environment, in this latter half of the great nineteenth century? President Eliot, of Harvard, who seems to be justly recognized as one of our most advanced and most correct thinkers on this great problem, has written well on this subject. It would well repay any educator to find and read his articles. He says, "The general growth of knowledge and the rise of new literatures, arts and sciences, during the past two hundred and fifty years, have made it necessary to define anew liberal education, and enlarge its signification." The process of adjustment is now going on. The educational world is in a period of transition, of rapid transition,—a period of experiment and investigation. Able minds are at work on this problem; hence I say that meetings, such as these, grow in importance with the years, and we should use wisely these hours, giving and receiving only the results of the most careful investigation into the laws which govern human development.

Grave criticisms meet us on every hand. The present educational system is made to father many evils which now beset society. It is said that the average educated boy or girl of the period has learned to despise manual labor. Our cities are becoming crowded with young men who seek positions where they may have clean hands and wear good clothes, desiring to be in the professions, to keep books, or clerk behind clean counters in elegant stores. That such a state of things exists, no intelligent man will deny. It cannot, perhaps, be denied that this condition of affairs has grown up under the direct influence of the public schools, as has been charged by no less a man than Carl Schurz. But it must be denied that the schools are wholly responsible for it. Educators are human beings, and, in common with the rest of humanity, they are prone to follow after the desires and conventionalities of society. If the conventions of society gauge an educational system by its ability, through a certain amount

of culture, to place a man in one of the literary professions, or in some branch of business where he may wear good clothes, fashionably cut, and be in the modern sense genteel, then there is great danger that the teacher will be tempted to pander to the popular desire, especially when it is a matter of bread and butter with him. That this popular conception, deception, or hallucination does and has existed for some time cannot be denied. There is undoubtedly a common belief that it requires no great amount of intelligence to be a mechanic, and the average parent does not expect his boy who has graduated from the high school to be a mechanic. More than that, if his child's education has not succeeded in lifting him above having to work with his hands, he pronounces it a failure. The average mother who leads her little six year old to school on its first school day fondly believes in her heart of hearts that she is now starting it on the road which must inevitably lead to an easy life in one of the professions, or at least where it can earn a comfortable salary with unsoiled hands, and pure heart (the pure heart is too often given up for the sake of the clean hands). At all events, she hopes that her boy will not have to work like his father did. Such being the demand of society, what wonder if now and then a teacher falls into line with those who employ him, and confirms this mistake in the heart of his pupil by spurring into livelier action his dormant ambition, with the remark that "if he is not more industrious he will never be more than a common working man." The real condition of things seems to be this, that the false conventionalities of society and the gangrene of mistaken popular desire have been too powerful for the schools to overcome; and how to overcome this evil is the real question for us to solve.

Out of the seventeen million workers in our nation, there are and must be fifteen million who do the manual labor. Only one out of every eight is needed for managing that part of the world's business in which the hands do not perform the greatest part of the work. A late writer has computed that only one physician is needed for every 115 families; only one lawyer for every 156 families; and taking all the professions together, their members need include only one man out of every 220 of the entire population. At present, the rush toward these and similar positions has made the supply greater than the demand, and has produced much poverty, suffering and corruption. I believe that there can be such a thing as an "educated manual laborer," that being a manual laborer and being educated are thoroughly compatible in every respect. Also, a manual laborer who is educated is a better citizen than one who is not educated. I believe the province of the public schools is to produce among other things educated manual laborers, not skilled laborers only, but educated laborers. I am not one of those who believe that the manual training school is the sovereign balm for all this evil. One of the most telling arguments used in favor of the manual training school is that their instruction is not *automatic*. Pardon me if I say that this word automatic seems to be much admired by advocates of manual training. They contrast automatic with scientific instruction. They say "habits of thought like habits of life become automatic," and that "the schools educate automatically." The glaring defect in the schools, as shown by John D. Clark, of Boston, is that they are automatic. They talk of the automatic character of the popular system of education shown by the "Quincy System." Col. Francis W. Parker gives "conclusive evidence of the automatic character of prevailing methods of edu-

cation in the schools of a large city." They roll this word automatic as a sweet morsel under the tongue, till finally their own tongues repeat it automatically. The presumption always is that a manual training is of necessity not automatic. The fact is, it is as easy to teach automatically in a manual training school as in any other, and there is fully as much temptation for a teacher to teach automatically there as in the other schools. It does not follow because it is a manual training that therefore the training is not automatic. I know of no place where more perfect automatons are made out of men, than in one of our modern machine shops. If a teacher wants to teach automatically he can do it as easily in a manual training school as in any other school, and if he wants to teach scientifically he can do it as well in any other school as in a manual training school. A manual training school is undoubtedly a good thing, but it is not the philosopher's stone. It is a powerful assistant to a good teacher, in drilling a pupil for the assimilation, recreation and expression of ideas. The ax, the saw, the plane, the hammer, the square, the chisel and the file, are good civilizing agencies. "Man without tools is nothing," said Carlyle, and any school is fortunate that has such a training room for its ally, as long as the teaching in it is not automatic. After all, we must turn back to our schools and seek *there* to overcome the evil tendencies of which I have spoken. We must seek out in human nature the principles which should control our methods, as did Comenius, Pestalozzi and all our most illustrious predecessors. We must take miniature man, in the helpless, ignorant period of his early life, and so train him that, as Huxley says, "his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logical engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or art, to hate all vileness, and to respect others as himself."

There are charlatans among teachers as well as in other professions, but a steady, healthful progress has been made in the adjustment of educational methods to the wants of the nineteenth century, in this free land of America. "The great work," says Dr. Mayo, "has begun in earnest. Our northern folk have no conception of the rapidly growing power of the educational movement in the South. It is polarizing political parties, shaking up religious sects, exciting the drawing rooms, pulverizing bosses, civil, ecclesiastical, and social." The rank and file of our army of teachers are doing a great work. A strong interest in education exists in every section of our country. Truth has made great conquests in the domain of education, and by the electric light of the nineteenth century. Out of the struggles and turmoil of this age of adjustment and experiment, one may see an educational system firmly established on a scientific basis, and completely adapted to every want of modern life.

THE INTELLECT.

BY ELI T. TAPPAN.

[Dr. Tappin's address was not written. The following very brief synopsis was furnished by him at the request of the Editor.]

Of course, in so extensive a subject, I could not do more than touch a single point. The attempt was made to gain a more definite knowledge of what is the intellect—the thing that thinks; to distinguish apart the three faculties, feeling, volition, and intellect or thought.

I. *Feeling is passive; thought is an act.* The distinction between voluntary and involuntary action (either bodily or mental) is so well known that it need only be referred to. The difference constitutes volition.

II. *All mental states are complex.* When feelings are analyzed, the ultimate elements are feelings. When a thought is analyzed, the elements are a subject, a predicate, and a copula, neither of which is a thought. All thoughts, cognitions, and beliefs have this form: A is (or is not) B.

III. *These distinctions are true in remembered or imagined thoughts and feelings.* An image is not a thought.

IV. *Thoughts are grounds of inference; feelings are not.* The reason why of any conclusion is necessarily a thought or cognition. The inability to imagine a thing is no reason for or against believing something about it. (Note.—The word conceive is much used by some in the sense of to imagine, to form a mental picture.)

V. *Feelings are limited by experience.* No imagination can represent what has not been present in sensation, except to recombine the elements acquired by the senses. Intellect analyzes, classifies, reasons, creates new relations. Nothing is unthinkable that is not self-contradictory.

DISCUSSION.

B. A. HINSDALE:—I approve of the discussion of these philosophical or metaphysical subjects in this Association. The more light we get in this direction the better we are prepared to understand the laws of teaching. There seem to be three grades of teaching. There are teachers who adopt certain plans and methods from tradition and habit, without observation and thought.

A better kind of teaching is based upon observation—observation of pupils and studies. Still this is only empirical.

A third and still higher order of teaching is based upon a scientific study of mind and the subjects of study. The strongest and best teaching is that which rests upon a scientific study of mind and studies and their relations, modified by observation and experience. Such discussions as this will tend to lift us up to the platform of this higher grade of teaching.

There is another related topic which would afford matter for profitable discussion, namely, How the intellectual activities are based upon the states of the emotions.

D. P. PRATT:—Some things in this discussion remind me of the Scotchman's definition of metaphysics: "When ane maun taks to anither maun aboot something he kens nathing at all, and that ither maun kens nathing at all aboot the thing he's taking aboot, that's metaphysics." And yet, the subject is one

of great interest, and one of great profit to us as teachers. We need to recognize that there is a science of mind, and that the science of education is based upon it.

E. W. COX:—I would like to hear a clearer statement of the distinction made by Dr. Tappan, between feeling and thought. I have been accustomed to think of feeling and passion as active, and not merely passive as was said.

E. T. TAPPAN:—We may get a clearer understanding by inquiring what we mean by activity and passivity. In the case of feeling, the passionate man is acted upon. He may be moving, but something is moving him. On the other hand, all thought is action. When the mind thinks, it is active; when it feels, it is passive. True there is a kind of action in feeling, but it is different from the activity of thought.

JOHN HANCOCK:—The distinction is one that cannot be made. In one case it is the activity of intellect, in the other it is the activity of emotion.

W. H. VENABLE:—There is a distinction between thought and emotion, but both are active. The child is lovely is a thought; I love the child is an emotion.

E. T. TAPPAN:—My friends, Drs. Hancock and Venable, you are all wrong about this matter; you are mistaken. Feeling is something we undergo; thought is an exercise or activity of the mind.

W. H. VENABLE:—I intended to agree entirely with my friend, Dr. Tappan (laughter).

METHODS OF PROMOTION.

BY E. S. COX, PORTSMOUTH, O.

In no respect has the American public school been more subject to attack, especially by critics of the higher sort, than in its system of grading and promotion. The time has perhaps come for us to measure our work fairly, and see if our practice be in accordance with the best and most liberal thinking.

There are two classes of educational thinkers and writers whose attitude is never precisely the right attitude. The first class view everything from the point of view of the schoolmaster, or, more especially, from the point of view of the school-superintendent. Persons of this kind are often clever workmen, but their judgments are apt to have the bias of clever workmen, and they forget that there may be a few broad and breezy heights of thought which they have not attained. It is not necessary for me to remark to fellow-craftsmen that the professional view of a subject is extremely valuable, but let us beware of considering it the only view, or of thinking that it is necessarily characterized by superior breadth and nobleness. Clear and exact it often is with a clearness and exactness that other views lack, but high and liberal it as often is not.

There is another class of educational writers who are commonly opposed to the schoolmasterly view, and whose most noteworthy characteristic is an extreme attachment to new methods of thinking and working.

New truth, it may be remarked, produces upon the minds of men very diverse effects. In those which are capacious enough, it finds a hospitable home, and brings forth the greater fruits of intelligence and character. But on minds of smaller mould its effects are often disastrous, and a complete loss of intellectual poise is the result. Of minds of this order some recent educational theorists and writers afford a very fit and admirable illustration. Now and then one is tempted to apply to one of these gentlemen the phrase which an acute English writer applies to the non-conformist, who, he says, has worshipped his fetic of separation so long that he is likely to wish to remain, like Ephraim, "A wild ass alone by himself."

To be not a hasty reformer, and yet to make good use of the freshest and best thought, is the mark of an open and high intellect. That openness and nobleness of intelligence, which assigns to all theories and philosophies and literatures their proper place is the true ideal to keep before one's mind in all temperate discussion, however far one may be from attaining it.

As already indicated, the most considerable criticism that has been made upon our public school system is that it takes but little account of the great fact of heredity and natural aptitude. In its crudest form, it seems to be an attempt to make as much of an under-vitalized and under-endowed boy or girl, as of one of large native vigor and abilities. One hears preached, somewhat too often, indeed, that rather poor Philistine philosophy, that children are born much alike, and that a system of sound training is all that is needed to fit any of them for the higher offices of life and thought. One would have thought that the books on heredity, whatever their scientific defects, would by this time have corrected such shallow educational philosophy as this. Nothing, however, seems to be so persistent as common-place, especially educational common-place.

Mr. Lowell, who, taken all in all, possesses the largest and clearest intelligence of living Americans, has recently made the suggestion that in our educational work we do a little less forcing, and leave a little more to the law of natural selection. In what I have to say to-day, permit me to enforce this most wise advice. It is one office of the liberal educator to protect and instruct the weak and under-endowed, and another office to sift out and advance those of remarkable intellectual power. In doing this, he has the potency of all natural laws behind him.

One cannot discuss promotions to much purpose without also discussing the subject of examinations, so closely have the two become connected in our modern educational work.

In looking into the literature of this subject, if literature it may be called, one notes first a class of educational writers and thinkers who attach little value to examinations, either as instruments of intellectual training or as a criterion by which to measure attainment.

Possibly the strongest argument that has been put forth against the purely educational value of examinations, is that they interfere with the natural and beautiful assimilation of knowledge into power. A full consideration of this objection would lead us to high grounds, and such an intellectual excursion cannot be here attempted. It is perhaps sufficient to remark that while there may be natural and noble processes in the growth of an intellect into which one should not look too closely, an examination wisely conducted does not interfere

with these processes. Every recitation is, in some sense, an examination, and one cannot give the freest and most natural instruction unless one knows something of the contents of the mind one would instruct. In the right hands, neither the recitation nor the examination is such an uprooting process as to interfere with what has been well and fitly planted.

Another vigorously-stated objection to examinations is that they try strength of memory rather than strength of head. If the questions are set by a superintendent, or other educational inspector, examinations are thus supposed to encourage a bad and stupidly mechanical style of learning and teaching.

The objection is certainly not without weight, and it is well that some of our educational writers have stated it with so much vigor and ability. In defending examinations, we need not defend the miserable pedantry that so often attends them. Doubtless, questions may be so prepared as to encourage the most stupid style of lesson-getting, and thus stunt rather than inspire every good and valuable intellect. One sympathizes, therefore, with every fine-witted teacher whose instruction is spoiled by her thralldom to some dull and prosaic superintendent. It should not be forgotten that it requires a strong and cultivated head to ask true and natural questions even of children. We need in the superintendent's office, therefore, not a mere politician, but a person who is intellectually equipped for a nobler and more splendid style of leadership. In the work of examining, as elsewhere, one "Holds with the instructed brain," and very much depends upon whether the questions have been prepared with the art and insight of the true master. Many of the best written and most spirited protests against examinations are simply protests against a bad style of examinations.

Possibly no paper of questions can be prepared which will afford an accurate measure both of the knowledge and abilities of a pupil, but it may be safely asserted that a paper which tries simply strength of memory has upon it the unmistakable marks of a pedant.

But it is time to state as compactly as possible what constitutes the highest value of examinations, namely, their training to exactitude of performance. In our enthusiasm for modern methods, there seems to be some danger that the getting of knowledge will be reduced to a mere pleasurable excitement, and that the supreme grace of *accuracy* will be lost sight of. It is good to be liberal certainly, and to put as much freshness and freedom as possible into one's instruction, but even so high a thing as freedom must not be gained at the expense of just and accurate perceptions. There is no discipline better for most minds than the discipline of being occasionally called upon to put their knowledge into perfectly clear, definite and readable form. "Pardon in a boy no blunder," says Emerson, a liberal man if ever any, "and he will give you solid satisfaction as long as he lives." To dispel all confusion and hazy-mindedness, to make accurate scholars, to train the intellect to habits of exact thinking—in short to teach the great lesson that there are no intellectual rewards for the blunderer—there is perhaps no better instrumentality, in wise hands, than the examination. One hails with delight every advance in natural and beautiful methods of instruction, but, as has been finely said, accuracy is also an element of beauty, and one cannot afford to sacrifice to any theory, however noble, the capacity of doing definite work.

The examination would be worth conducting if only to teach our young people the habit of exactness in the use of speech. The most difficult lesson in composition is learning to say precisely the thing you wish to say, and the boy or girl who has been taught, by means of examinations, to nail words to definite meanings has attained one of the most important elements of a straightforward and manly English style.

In liberal hands, these examinations have the following quite definite values:

1. They train to accuracy in thought and speech.
2. They tend to make ready and exact scholars.
3. They point the teacher to stronger, better, and more philosophic methods of instruction.

Of course, the above values only attach to the liberal and right use of examinations, for I have kept in mind throughout that they may be so used as to stunt the finest faculties, and thwart the plans of the ablest and most accomplished instructor.

Two questions, leading us straight to the real subject of this paper, now arise:

1. Are examinations a sufficiently accurate measure of knowledge and intellectual power to be used as a criterion in making promotions?
2. When so used, do they necessarily induce an illiberal and mechanical style of teaching?

In this discussion, one must carefully discriminate between the purely educational value of examinations and their use as a criterion. Many eminent and thoughtful educators concede their value in the first case, but not in the last. Among this number is Mr. W. T. Harris, of Concord, Mass., possibly the ablest man who has given his energies to public school work in America. In a letter recently received from him, Mr. Harris remarks in his compact fashion: "I think examinations very valuable, and would have written examinations set by the teacher at the close of each week, other examinations by the principal at the close of each quarter, or perhaps each month, and an examination held annually or semi-annually by the superintendent. But I would not have promotions from class to class, or from grade's work to grade's work determined by them, with the exception of admission to the high school."

Mr. Harris does not assign his reasons for opposing the general use of examinations as instruments in making promotions, but when so used they undoubtedly have very grave evils, and it will be best to look at them straight, as that bright-minded Englishman, Mr. Matthew Arnold, is so fond of saying.

1. In the first place, as already admitted, examinations, even when set by the most competent and practised hand, are not a perfectly accurate and trustworthy test of a pupil's knowledge and power. In skilful hands they are undoubtedly an admirable instrument for inducing right intellectual habits, and for stimulating to a better and even freer style of study and instruction, but this does not prove their absolute fitness to be used as a meter by which to gauge intellect and attainment. Doubtless, accurate knowledge and first-rate power will show themselves in an examination, but even these do not always secure the highest per cents.

2. It must be noted in the next place that success in examinations is, in some measure, a matter of temperament. Steady nerves and strong heads are often victorious here just as they are victorious in the other affairs of life,

but, unfortunately, strong heads and steady nerves do not always go together. Every educator who has the excellent habit of using his eyes, has, no doubt, observed that some pupils, into whose composition goes the finest material, sometimes fail in examinations, while rough vigor wins. Taking a large view of things, one believes in the beneficence of the law of natural selection, but not in such a supposed application of it as this.

3. It is again objected that in studying for examinations,—especially a bad style of examinations,—the pupil often gets a kind of knowledge which forms no enduring part of his mental capital. The English Mr. Latham states this objection with so much force and felicity of language that in order to put it in its best possible form, I shall give his exact words: "There is danger," says this suggestive and brilliant writer, "of artificial examination-knowledge taking the place of real knowledge, and of that which is flimsy and fading passing itself off as solid and indelible."

This objection was briefly considered when treating of the educational value of examinations, but it holds with much more weight when examinations are used as a criterion. It may still, however, be replied that questions may be so well and skilfully framed that in studying for the examination the pupil will also be getting a substantial and real knowledge of the subject. This, of course, implies very high ability in the examiner, and as against the dreary pedantry that so often attends examinations, the objection is no doubt valid.

The very serviceable distinction just made will also hold in considering the effect of the examination, when used as a criterion for promotions, on the originality and thoroughness of the teaching.

Under a strongly-equipped examiner, the teacher will discover that cheap and humdrum methods will not avail, and that the power and freshness and absolute value of the instruction are the things which will really be tested. The dull and mechanical examiner, on the other hand, renders excellent and inspiring teaching almost impossible, and it is little wonder that every able and valuable mind would gladly be rid of him.

The conclusion of this whole matter, then, may be stated as follows:

1. Examinations are a serviceable, but rather rough and inaccurate, measure of knowledge and power.

2. When used as a criterion in making promotions, they have a doubtful effect, varying according to the strength of head and liberality of the examiner, upon the beauty and vigor and originality of instruction.

One cannot be forever making qualifications to one's statements, but the clear head, it is trusted, will sharply discriminate, during this entire discussion, between the educational value of examinations and their value as a criterion.

We are now prepared to pass in rapid review the methods of promotion in use in some of the best schools in the country.

First to be noted is that once-prevalent method of promoting annually, and determining these promotions by a single examination, under the direction of the superintendent, at the close of the year. Of this method, the famed and excellent schools of Cincinnati afford a typical example. Candidates for promotion in the Cincinnati schools, however, are determined by previous examinations.

Notwithstanding the intelligence and great professional worth of gentlemen

who use this method, it can scarcely be considered to be in accord with the most productive educational thought of the time.

1. It attaches too high a value to examinations as an instrument for measuring the ability and acquirements of pupils.

2. Even in skilful hands, so extreme a use of the examining power must sometimes prevent a pupil, to use Mr. Latham's happy phrase, from learning the things it will be best for him to learn and learning them in the best way.

3. The promotions are not made often enough to give free play to the finest faculties. A year is, perhaps, too long a time for a strong head to be arbitrarily yoked to a weak one. Our systems of instruction, in fact, are too apt to leave out of the account the difference between head and head, and the immense scale up or down which ability runs. A somewhat frequent sifting of classes is needed if first-rate intelligence is ever to be given a fair and open field.

The Boston plan of promotions is simply a modification of the above, the most notable difference being that the examining and promoting are entirely in the hands of the teachers, with the exception of the examination for admission to the high school and the examination for graduation. In Boston, also, it seems to be considered bad educational policy to keep pupils back, in order to improve their percents, unless, as Superintendent Seaver remarks, the percents be very low indeed.

The wisdom of intrusting promotions entirely to teachers will be discussed further on, and so the Boston plan, which has its liberal and excellent features, may, for the present, be passed by.

In a rough classification, which is all that one can here attempt, the cities of Philadelphia and Indianapolis will afford us examples of a third plan of promotions. In these cities pupils are promoted twice a year, their advancement depending mainly upon examination averages. In special cases, however, the teacher and the supervising principal are consulted and their recommendation given due weight. This plan is to be commended, in the first place, because it gives pupils of clear and vigorous brains a better chance to make the advancement their aptitudes and general powers fit them to make.

It is, to my thinking, open to criticism, in the next place, in not making the teacher a more considerable factor in the advancement of the pupil. My own practice has, for a dozen years, consisted in placing opposite the examination average the teacher's estimate of the equipment and general working power of the pupil, and in considering both of these elements in making *all* promotions.

In a letter received from him, Superintendent MacAlister, of Philadelphia, expresses himself as in entire accord with the plan suggested in the last sentence. Considering the present calibre and cultivation of both teachers and superintendents, it is probably one of the best and most liberal methods that can be employed. As to whether the examination or the recommendation of the teacher should have the more weight depends, of course, upon the skill and cultivation and general power of the teacher.

One more method now awaits our attention, which aims to give all grades of knowledge and ability their fit and natural place. In its extreme form this method has the following definite features:

1. The examination is recognized as a serviceable educational instrument, but no value is attached to it in the making of promotions.

2. The teacher's judgment is always accepted as to the pupils fitness to advance from class to class, or from grade's work to grade's work.

3. Promotions are not made at regular intervals, but whenever it is supposed that the pupil will be benefitted by the change. Some features of this method are employed in Chicago and Saint Louis, but in my investigations, I chose the town of La Porte, Ind., as the most typical and instructive example of its use.

Superintendent Hailman, to whose courtesy I am much indebted, informs me that after a three years' trial, he notes that their pupils have lost somewhat in technical fluency, but that they have gained much in power, spontaneous interest and breadth of information.

This method has the eminent and notable advantage that while taking care of the weak, it also gives to trained and vigorous brains the freest possible chance. I have read with attention the many objections that have been made to it, but they may all perhaps be swept aside except one, namely, that at present teachers are not sufficiently skilled and cultivated to be intrusted with the entire work of promotion. By cultivated teachers I do not mean simply certain refined and flimsy-minded folk, but people with heads on their shoulders, who have a capacity for ideas, and know something of the world's best thought and work. Wherever one finds teachers of this superior mould, their judgment may be safely trusted.

Meantime, however, progress is slow, and a lack of cultivation in all classes of workers is still the chief defect in our American system of instruction.

"If we could wait; the only fault's with Time;
All men become good creatures—but so slow!"

In closing, however, one must be forgiven for expressing one's sympathy with all liberal thoughts and methods. We are accustomed, I think, to attach too much importance to the mechanical element in education, and in our promotions as elsewhere, we look too much to the machine and too little to the individual. Our schools are thus perhaps not producing the richness and variety and breadth of character that they ought to produce. Especially do we fail in the guidance of those original and valuable minds, which are, by and by, to become the ornaments of their time.

Robert Browning has well and forcefully said :—

"A people is but the attempt of many,
To rise to the completer life of one—
And those who live as models for the mass,
Are singly of more value than they all."

Eminent intellectual power may be rare, but the very rareness and costliness of the material will make the good workman the more careful in the handling of it. It is something to start even one superior mind on the right path, which leads to the great uplands of thought.

When Mr. Ticknor, the accomplished historian of Spanish literature, went as a young man to a German University, he learned that the chief advantage in going thither consisted in the fact that he found scholars, who could put him, without any loss of time, on the right road to knowledge. Even in our elementary instruction we need in our guides something of this largeness of spirit. We heard this morning of the high value of philosophy, but the breadth

I would commend to you comes more properly from the study of the whole of literature. It is contact with the great masters of thought in different departments of letters that lifts the mind above all shallow pedantries, and equips it for a nobler style of workmanship.

DISCUSSION.

J. C. HARTZLER:—The paper to which we have just listened is so complete in its survey that there is little left to supplement or criticise. Of course, the capacity of the pupils must be taken into the account. The bright and the dull cannot all be treated exactly alike.

I believe in examinations. They are necessary to secure accuracy; and for this purpose the examinations should be written, but written examinations should not be held too frequently. To hold monthly written examinations is overdoing the matter. About three examinations in the year, combined with the teacher's tests, form a safe basis for promotion.

It will not do to trust entirely to the teacher's judgment. Many young teachers are employed, who are not competent to determine promotions. Examinations rightly conducted are a guide and a stimulus to teachers.

Annual promotions are ordinarily best, if proper provision is made for the advancement of bright pupils. Semi-annual promotions may be best in large cities with dense population. The superintendent should follow pupils after promotion and note their short-comings and excellences. Make each pupil feel that his course is observed.

B. F. WEED:—I am tired hearing the talk about originality as applied to public school work. The public schools are for the masses, from whom we cannot expect a great deal of originality. We must not sacrifice the many for the sake of the few. There is no better test of fitness for promotion than written examinations. A single examination for transfer is not a fair test. The plan pursued in Cincinnati is to conduct four examinations each year. For these the principal of each school makes his own questions. All pupils who make an average of 70 percent or more on these four examinations are, at the end of the year, candidates for admission to the high school. The better half of these are admitted without further examination. The lower half are then examined on the same questions, and all who pass this examination are admitted, and those who fail are rejected.

JOHN AKELS:—No system will fit all circumstances and conditions. A combination of oral and written examinations is really best. Much depends on the character of the questions. It requires wisdom to do this work well.

ALSTON ELLIS:—There is a good deal of sham about this examination business. We hear, for instance, that Sam. Jones passed on an average of 98.7 percent. I would like to know, first, what kind of teaching gives such results as this, and in the next place, what kind of examinations? My notion is that the right kind of teaching and examining does not result in such averages.

JOHN HANCOCK:—From the statements made here, I see no place for a superintendent in the Cincinnati schools. The principals seem to do it all. It seems to me the superintendent ought to give direction to the educational forces. The chief point of criticism is the character of the examinations. No child will average 98 percent on questions of good quality. Narrow teaching and nar-

row examining go along in beautiful harmony. The true purpose is to put forward all fit to go forward, and keep back all who are unfit. When this is accomplished, I do not care so much about examinations and percents.

J. B. PEASLEE:—I wish to correct what seems to be a false impression. As many pupils are examined by the superintendent in Cincinnati by the present plan as there ever were. The best teachers, as a rule, do not obtain the highest percents.

G. A. CARNAHAN:—The plan adopted in Cincinnati has proven a great incentive to study. The pupils strive to get into the upper half. I prefer annual to semi-annual promotions.

ELIJAH BURGESS:—Mention has been made of counting in deportment in determining promotions. I do not see the propriety of this. Scholarship, and not deportment, determines fitness for promotion.

E. T. TAPPAN:—The plan of admitting the better half of a class to the high school without examination deserves careful consideration. It is based on sound principles. We have pursued the same plan for four years at Kenyon College. We find that our students do better work. It has a tendency to break up the practice of cramming for a final examination. It takes away the tendency to put off effort until just before the day of trial. It secures good work every day.

MORAL INSTRUCTION.

BY MISS LUCIA STICKNEY.

Mr. Morris, in the January number of the OHIO EDUCATIONAL MONTHLY, begins his chapter of Laconics on Morals as follows:

"There is much said about morals now-a-days. It was just so when I was a boy. More said than done however."

There is indeed much being said now-a-days on the subject of morals in the public schools, but it seems to me that if the talk does not differ in amount, the tone of the talk is coming to be such as to encourage the hope that *more is to be done*. A few years ago, I heard preached in Cincinnati, in a church that traces its pedigree to Plymouth Rock, a thanksgiving sermon on the godlessness of the public schools, which sounded like a wail of despair. A friend remarked on the way home that the preacher had not even given us a John the Baptist to call us to repentance; and the only thing that made it seem proper, after listening to it, to partake of a thanksgiving dinner, was the prayer of the pastor of the church, which, while it deplored the sad state of things, still thanked God for the earnest and faithful teachers who were trying to make them better. Since the utterance of that thanksgiving Jeremiad, I have heard the wickedness of the city in which it was delivered mourned over repeatedly, in the prayer meeting and in the church social; and always its political corruption, its Sabbath desecration, its open and secret vice, and lack of business principle have been attributed to the "throwing out of the Bible from the schools," in such a way as to leave the impression that by that one act our

doom had been sealed and our responsibility ended. The effect upon the teacher of this manner of disposing of the subject has often been to make her feel that there was little sympathy and little practical help in her church, and even to wonder whether the setting aside of the family altar, the lack of reverence in the Sunday-school, and the circulation in the homes of the church of a paper which feeds the imagination of our youth with details of baseness—corrupt in thought and impure in expression, and gives them a double portion on Sunday—had not as much to do with the moral condition of the city as did the absence of devotional exercises in the public schools.

But the topic of morality and religion in the schools is a vital one, and one which ought to engage the attention of the church and the religious press, and it is an encouraging sign of the times that both church and press are giving it a place with the temperance question and the labor question, and that the attention of the reading and thinking public is being turned in that direction through our best known religious papers and popular magazines, as well as in the religious conference and church club. In the *Christian Union*, of April 8, Mr. Abbot says: "There are unmistakable evidences of a growing public sentiment that our present educational system is seriously defective, if not totally inadequate, and that we must find some method of enlarging its scope so as to include some systematic measures for the moral development of the youth of our country. This conviction is as yet little more than a discontent with our present methods. No prophet has arisen to forecast the future or point out clearly a method that is better; but we have gone along the present line long enough to demonstrate that intelligence and conscience are not the same faculty, and that we must add another R to the three R's, namely, Righteousness." He says, "We have been glorifying our public school system so long that it will take a little time to convince the people that there are any spots on the American sun. We are inclined to be impatient of any critic who ventures to suggest that the end of all education is the development of character, that a school examination is not a little judgment-day. The public must be convinced that a revolution is necessary."

Mr. Gladden, in an article on "Christianity and Popular Education," in the *Century*, for April, while he disclaims the right to arraign the schools as the authors, by commission or omission, of the social depravity now existing, says that the failure to develop the moral nature in our schools is notorious and disastrous, that the moral training has become altogether secondary and the attempt to secure it is but feebly and uncertainly made. That the public does not require moral teaching of its teachers he demonstrates through the investigation of a consolidated list of examination questions which show "that the state in its inquiry into the qualifications of its teachers makes the ratio of morals to other branches as two to six hundred and ninety," and he remarks that "it is surprising that teachers should manifest so much interest in the subject as they do, when those who employ them seem to care so little about it."

In the recent meetings of the Congregational clubs in New York and Chicago, in a Presbyterian synod in New York, again in an assembly of Jewish Rabbis in that city, and then in an undenominational conference gathered for that purpose, papers have been presented on the subject, and, in some of these, committees have been appointed to confer together and to set forth the demand

that principles of right and wrong, as founded on and interpreted by a divine revelation, be taught in the schools. They agree in finding a platform for instruction in Righteousness, so broad and catholic that all but Catholics can stand upon it; and they are beginning to make the question of morals in our public schools to mean something more than training to habits of industry, promptness, good order, and honesty in examinations. They are making the lines between morality and religion to disappear, and responsibility to God and the universe to be the rock on which the building of character is to rest; and so they are calling, not for improvement, but for a revolution in the system, which shall "place the moral law on an equal footing in the pupil's intelligence with the laws of physics and physiology."

Now, while these watchmen on the tower are looking for the dawn of a new day, are we too looking for the first gleam of promise? Or are we still dreaming that we are in the millennium of methods, glorified in our educational exhibits, a hundred percent the star to which we have hitched our wagon, and that star rapidly approaching the zenith?

If we are dreaming, it is the dream of one striving to awaken; if we are groping in the dark, it is for matches to strike a light with. We are full of the subject. Every program of a teachers' convention, every table of contents of an educational journal testifies that we are sharers in the general discontent. We are convinced that there are big "spots on the American sun;" but we vary widely as to the nature of the spots, and have a very vague idea how we are to get them off. I have read many of the papers on this subject, and in doing so I have received much negative help. I have been convinced by Mr. Eversole that "we need to revise the list of subjects studied, for as they now stand conscience is endangered; that when our instruction becomes more ethical, our pupils will become more conscientious. Then I turn over a new leaf and find on the next page, from Mr. Yarnell, that "our schools are already doing as much for 'these neglected branches' as for those we call scholastic." He asks, "What more can they do to advance the children in correct habits of thinking, upright methods of dealing, honest ways of doing honorable business, to make useful men and women?" And I construe his question into one of those questions of appeal, which the Latin grammar defines as "denoting doubt, indignation, or impossibility of the thing being done," and hence takes the subjunctive mode. I hear from Mr. Stearns, at Saratoga, that "every primary school should have a well arranged series of carefully chosen maxims, which should be repeated almost daily by the pupils, singly and in concert, responsively and successively, until they become an indestructible portion of the school memories of each pupil;" and then I learn from Mr. Coy, at the Hamilton Co. Association, that he has "little faith in set moral lessons at set times, on set topics, while perhaps through the rest of the day the teacher is belying all her moral instruction," and I somehow incline to the feeling that it is so likely that she will belie it that she had better keep on the safe side. Again I read in Mr. Kimball's paper his quotation from Herbert Spencer which says: "Whatever moral benefit can be effected by education, must be effected by an education that is emotional rather than perceptive," and that "if in place of making a child *understand* that this thing is right and the other wrong, you make him *feel* that they are so * * * you do some good;" but that "no teaching of

moral codes can effect this." I get from one principal of a high school, that it is not worth while to tell our pupils what is right and wrong for they know that now, and I turn to another with the question, "What are you doing with moral instruction in your school?" and he answers: "We depend wholly on the lofty character of the teacher," and trusting that he knows the source of supply of that costly material, I come to the conclusion that the prevalent theory of Ohio teachers is not in harmony with the outside demand for the incorporation of another R named *Right and Wrong*. And so, still groping after my match, and almost willing, in the hope of finding it, to encounter a faint odor of brimstone, I take up the report of the New York State Reformatory, and find in an extract from a paper by the instructor of the Practical Morality class in that institution, read before the National Prison Association, in Detroit, what seems to me a keen satire upon church and school in their work of moral education. In his enthusiastic and really inspiring sketch of the work in his class, he says that the church has lost, and can never regain, its machinery for getting hold of the low and depraved; that the temper of the pulpit is emotional not critical, and that the occupants of the pulpit are, in some respects, especially unfitted for the work of moral education; *that the schools dare not take up this work* for fear they might teach something of religion also;" and so "since neither in the schools nor in the church can the moral teacher find pupils and a school-room, for the culture of moral thoughtfulness, the study of the ways and means of effectuating in actual conduct, the love of God with all the heart and of one's neighbor as one's self," he finds that the *prisons* of the state are pre-eminently the spot where he may seize on sinners, clean them up, give them "the requisite diet and discipline and call them to the invisible church!" I have seldom read anything with so keen a relish as this story of his experiment of setting criminals within prison walls to the "study and discussion of practical ethics." Let us hope however, that he has been led, rather by his enthusiasm in the work he is doing than by a well-grounded judgment, to put both church and school upon the shelf, and call on "men with trained intellects and enthusiastic virtue" to enter by this door and "feed these famished souls with the bread of life."

I have sometimes imagined in the public school an earnest and devout teacher, desiring to bring into his every-day work the highest service he can render to his Master, and have fancied the following to be an answer to his prayer for direction in that work:—

Train the boys and girls I have given you to care for, into habits of industry, regularity, order, promptness and accuracy. See to it that they pass the examination. Teach them to dread tardiness as they would dread disgrace. Teach them to be honest; if you catch them cheating in such a way as to leave proof unquestioned, let them pay the penalty, but do not hint at dishonesty or betray suspicion unless the case is a clear one. Don't pry too curiously into their affairs, but be a good man yourself and let your *life be a living lesson in morals and manners*. Since you are my disciple, you are bound to pray and labor for the coming of my kingdom, to pray for the ingathering of all these souls; but remember that you are forbidden to read to them my word. You must not teach religion, and in teaching morals, be careful not to cross the line and put before them the fear of God as a motive. If, in reading to them some valuable selection as a moral lesson, you should suddenly come upon the word

christian or the name of Christ, pass over it lightly if you cannot skip it, and be more careful next time. In teaching the nature of duty, you may with propriety refer to the story of the alarm clock to illustrate the office of conscience, but do not be very explicit in defining that faculty lest you might be mistaken in your definition. And above all, in telling Johnny to be a man and to respect himself, reserve for your Sunday-school class the sublime truth, that conscience is the voice of God that ever speaks to the listening soul.

And I have wondered whether, if in his search for wisdom he should receive in the inward sense this direction, he would conclude that he had knocked at the wrong door, or whether he would decide that, since in the public school discretion seems to be the whole of valor, he would resign his position and go where he could save souls with less circumlocution; if not to Greenland's icy mountains or India's coral strand, at least to a class in Practical Morality in a State Prison Reformatory.

But is there not a better answer to such a prayer? May not the bread of life be broken to those whose growth and health depend upon it, before they become famished and their appetites depraved? I said the other day to an active and earnest minister, "If your work is more important than mine I wish I might leave mine and enter into yours." "But it isn't," was his prompt reply. Another minister said to me not long ago, "The teacher has in many ways a nearer and a stronger hold upon his listeners than the preacher, and may look for more definite results from his instruction."

There is ground for encouragement, in taking up the work of instruction in righteousness, in the fact that our youth do hunger and thirst after it. A teacher in a school where but few of the pupils receive any religious training at home; where certainly not a majority could be found attending church upon the Sabbath with any degree of regularity; in a city where street influence and society influence tend to make all school work discouraging; where too often even the churches have to be made attractive by rivaling the world in amusement and gayety; where self-sacrifice is hardly made a prominent feature in any institution outside the convent; where honesty and fair dealing behind the counter is hardly looked for; where the eternal distinctions of right and wrong are always underrated; where nationalities mark the groups of society, as in a smaller town on the Western Reserve they are marked by religious denominations—in such a place, the teacher, even though she believed the school as such to be the best in the State, and that it had gathered into it the choicest youth of the great city and its suburbs, might hesitate to put into her program an appointed time for such instruction in morals as must include responsibility to God and the reverence due him, and might well conclude that the exclusion of the Bible was at least a release from much embarrassment. But in such a school as this, with fifteen minutes in the morning for general exercises—a shadow of the old dispensation of morning devotions, with uncertain skill and too often with faltering heart and wavering faith, in the effort to set before a class of young women a definite idea of the life that is worth living, I have watched for the first gleams of interest as they that watch for the morning, and I have seen their faces beam with a sense of new light as they began to grasp the new truth. If Dr. White were here I think he would say that in no place has he delivered his well-known lecture on Character to a more eager and appreciative audience, than this same class. Invariably, when an expression of pref-

erence has been made between a literary lecture and a moral one, it has been for the latter. And whether or not we are paid for instruction in morals, whether or not the board recognize it as a part of our work, I can testify that there is a demand for it from the pupils themselves, that the earnest teacher could no more refuse than could Christ refuse the hungry multitude when he had but five loaves and a few small fishes. And the demand implies the need. There are surprises in store for the teacher of puritan ancestry and orthodox training, who assumes that his pupils know what is right and wrong, or have any definite basis of moral judgment. They understand the term "disorderly", and appreciate the practical working of the demerit system. But I believe there are many who would rank a deception with a whisper. And I fear that there are some that have no reason for supposing their teacher would not. I would like to hear from the teacher who finds that a majority of his class can show that they have any clear conception of the binding force of the golden rule. I have known of one class of kindly spirited young women not one of whom could do it. There is one place in our country where the Bible has been so effectually excluded, that in a senior class of young women who were given a day to prepare a list of all the helps they could think of to the knowledge of duty, although their answers were, many of them such, as to imply that they would admit the Bible to be one, only two out of thirty-one thought to mention it. We are ready to grant that the practice of truth and honesty in our schools is not so general as we desire, but we are apt to suppose that our pupils are not deficient in the theory of truth. Not long ago, a composition class in a certain school of this State were engaged in an interesting and animated discussion on the subject of Sincerity in Friendship, when one of the members arose in genuine sincerity and winning frankness and commended the advice of a friend, who had told her that it was never best to be frank or reveal, even to her intimate friend, real thought! Another class were engaged in writing an impromptu essay on Honesty in Politeness, and one of them put down in writing, in the best of faith, that we are all of us more or less dishonest in our politeness, but since it is from kindness and only harms ourselves it is overlooked, whereas, we ought never to be dishonest in our business dealings, since then we injure another, and finally closed with the remark, "Nevertheless, we are all dishonest, even in our business, at times."

Surely our pupils do not need simply to have their impulses stirred, they need to have their intelligence trained. They need to be taught the consequences and the rank of a lie, as well as to have enkindled within them a sentiment against the meanness of a lie. They need to be taught the meaning of the word sin, and to be able to hear and speak the word without the repugnance which they invariably manifest by a shrinking and a shrug, as though it were a word not to be used in polite society. They need to know why a sin is sin; that they are responsible because they—because every moral being—has been created with a conscience which is an infallible guide, not sometimes, nor generally, but *always infallible* in the decision concerning immediate and present duty. And I believe that they may be taught in the schoolroom that they have the where to go for divine guidance to the truth, and divine help in withstanding temptation. They do indeed need to learn from the conduct of the teacher that examination day is not the judgment. Why may they not know from his

definite and out-spoken words that there is a judgment, in which God and conscience, not the teacher nor the record book, must pronounce the sentence.

For the teacher to look the work of teaching righteousness in the face and to be ready to enter upon it, needs something more than the *exalted character* which all the essayists agree in commending. It needs the conviction that the making of character is the ultimate purpose of teaching, that christian morality is essential to good citizenship, and that a state that thinks to establish a morality without a God must sooner or later have occasion for a Jeremiah to deplore its downfall. It needs no spirit of martyrdom, for there is to be encountered no persecution, nor any considerable spirit of antagonism, but in present general apathy we need not look for much encouragement from those from whom we ought to expect it. It needs the same wisdom and skill, faith, courage and love, that it needs to teach any thing else. But it needs a greater willingness, and unwillingness to fail in results. There will be at least one scoffer in the room who will ridicule at recess the best things you say. Expect this, and in this one look early for signs of improvement. There will be another who has in her veins so much of the stubborn blood of her ancestors, that, as much as it grieves her to grieve you, she must show herself a signal exception in the way she is made and consequently in the way she looks at things, and so she begs you not to think of her. And it may be as well to pretend you don't. But there will be one—the one perhaps of all the class—to respond most freely and to express the highest appreciation of your work, who yearns to realize your high ideal, whose weakness of principle will first lead her into some serious disorder, and then her desire to keep a good record will tempt her to defend herself by a down-right lie.

But this does not prove that the teaching is vain and the time misspent. There are compensations which will surely follow the establishment of a higher motive and a more permanent rule of action. The loud ridicule and the silent contempt are more than offset by the testimony of one young woman who has been trained to believe in the infallibility of her church, and to accept her religious teacher as her conscience, who, when asked if she finds the lessons of any practical value—responds eagerly, "O, Yes, I find myself constantly thinking about them at home."

The difficulties which arise in discipline are often best handled by an appeal to a moral principle which has been intelligently accepted by the pupils and the application of which they have been set to work out in some regular school exercise. A class quarrel is an ugly thing, and I am glad to say that I have only once encountered a serious one. But that one waxed so hot and bitter, that it resembled, not a political contest, but a conflict of the races. The parties themselves declared that there could be no end to the quarrel while the class remained in the school, and I am not sure that there would have been, if the principal had not quietly taken possession of the tilting ground for another sort of campaign. But after that was done, the spirit of discord remained and threatened to break out on the slightest provocation. Something more was necessary. The subject that was given out for the next discussion was the Elements of Friendship. It was pretty thoroughly talked over in the class, and then various topics under the general subject were assigned to the different pupils for their next essay. The essays were, of course, written in good tone, for they were to be marked and the mark was to be counted into the general

average. In them, the whole ground of confidence, candor and kindness was gone over without a single utterance that could be construed into a personality, and the whole ground for personal jealousy was swept away. And when the day for reading the essays came, no Methodist love-feast could excel the sacredness of that sweet season. It was the last of the quarrel. The last word of bitterness that came to my ears had been spoken.

But while those disappointments do not prove the time misspent, neither do these evidences of fruit warrant us in being content with our present opportunities. Both go to prove that the work needs to be begun earlier and to be done more wisely and systematically. They warrant us in asking for a fuller recognition of its importance, for a definite place for it on the program, for the best help and all the kinds of help, we can get from each other, and from text-books and lectures. Our excellent readers, the Memory Gems, and, in the higher grades, the course in English literature have served and can still be made to serve a valuable purpose. A teacher can by a little skill provide for her own room such books as Munger's *"On the Threshold,"* Freeman Clark's *"Self Culture,"* Fairchild's *"Moral Philosophy,"* Mark Hopkins' *"Teachings and Counsels,"* Helps' *"Friends in Council,"* and Miss Ryder's *"Hold up your Heads, Girls,"* and by frequent reference to these for material in composition work she can insure their being read. And while the teacher is searching in the world of books for good reading for her pupils, she may often meet with that counsel and comfort which she has missed in the world outside. Some of us doubtless had the privilege a few months ago, and too many of us missed it, of hearing one of England's great men lecture. How many of us knew that Dean Farrar was once a schoolmaster, and that in a volume of his published sermons which pertain wholly to school life, may be found the best things that have ever been said on cheating in examinations?

These books may be made very helpful to the teacher in his work of moral instruction, as may supplementary histories, books of test examples and classical dictionaries, in their respective departments. But in that work as well as in this, if we enter upon it with method and system, there is need of a well adapted series of text-books suited to the different grades and as free from objection to Catholic, Jew and liberal, as are the United States histories free from objection to the sections North and South. If one mammoth publishing house would secure Mr. Gladden or Lyman Abbott, or possibly Edward Everett Hale, to write this series of books, and before they are done let out the secret to the agents of some rival house, what a blow would be struck for instruction in Righteousness!

Meanwhile, let the moral essayist come over from the negative to the positive side in the deduction of their theories, and defend every earnest and honest effort in this direction, for to say forever that there is a better way is to leave untried every way; let the church and the school stretch out their hands to each other for help in a work which neither can do alone, and let us all look about us to see what more can be done, and set about it quickly. Although the widespread and intense interest in the subject is to us the best assurance that the world is growing better—yet, there are times when our great cities do seem to be growing worse instead of better, and our boys and girls are to make up an important part of them. The miracle of the feeding of the multitude, eighteen centuries ago, never ceases to awaken our wonder and to strengthen

our faith in divine goodness and power. That miracle is being as wonderfully wrought over again in this century through human agency.

It is said that three men in Minnesota are able to supply a hundred men in New York City with ready made flour; that seven men are able to produce, transport and deliver it at the door in the form of freshly baked loaves of bread. This has been accomplished by co-operation, division of labor, and the appliances of machinery, for production, transportation and inter-communication. Christ followed up his miracle of supplying a physical need, and giving bread to the hungry, with as wonderful revelation of himself by a lesson on the Bread of Life to those who followed him out of that multitude. Shall not the modern miracle, which is the result of combined and systematic human agency, be as closely followed by a well supported and systematic ministry to the hungry souls that wait on our teaching?

ANNUAL ADDRESS.

BY ANDREW J. RICKOFF, YONKERS, N. Y.

[This address was not written. We hoped to receive from Mr. Rickoff a written copy in time for publication, but in this we have been disappointed. The following very imperfect abstract is made up from our own notes and the *Journal of Education's* report.

The address was listened to with the closest attention. The first sentences were broken with emotion. Deep feeling characterized the entire address.—ED.]

The associations of forty years, friends, are not to be forgotten. I began attending these meetings in Ohio in 1836, while yet a mere boy. The Western College of Teachers was the oldest organization of the kind in this country, except one. Its last meeting was held in 1848 or 1849. It began nearer to the people than this Association now is. Doctors, lawyers, and ministers, citizens among citizens, met with us. May it not be that we have made a mistake in these later days, in separating ourselves from other professions? Would it not be well to return again to closer relations with the people.

In those early days, such men as Albert Pickett, Lewis Green, and President Barnard of Columbia College, laid the foundations, and a little later, Lorin Andrews, A. D. Lord, M. F. Cowdery and their associates reared the superstructure. The memory of these men should be cherished. They are the fathers of this association.

They accomplished much, but there is much yet to be done. The old district system should be abolished, and a better organization of rural schools should be effected. We are behind other States in the matter of normal schools. Ohio should have eight or ten well equipped normal schools. And we need better supervision. Little has been gained in the last twenty-five years for schools outside of the cities.

We need a State Board of Education, composed of our best men, with power to appoint their own secretary, who, by virtue of his office, would perform the duties of State School Commissioner. I say *we*, for I am yet of Ohio.

These are old questions. They have been discussed for thirty years, and yet none of these things accomplished. What is to be done? We must adopt the same means of agitation which effects other reforms. When this Association

was but an infant it employed its own State agent and paid him. Teachers paid money out of their own meager salaries for the support of the cause. By such sacrifices free schools were established. We must return to these old methods. We must make sacrifices. How is it that when we were weak we accomplished so much, and now when we are strong our efforts are unavailing?

We have now several large local Associations in the State,—larger than the early meetings of this Association; yet what are they accomplishing in the way of needed reform? The educational papers of those early days were few; now their number is legion. If all these added agencies were utilized, what might not be accomplished? We must organize, we must agitate, we must act. The people must be convinced, and teachers must do this work largely.

As an old schoolmaster, one who began teaching in the woods at \$12.50 a month, one who has had something to do with teaching and managing schools for more than forty years, I would say to you, Buy and pay for everything within your reach that will tend to your improvement. Take and read three or four of the best educational journals. Spend like princes in this direction if it should compel you to live like paupers.

I intended to speak of changes in methods of teaching and management. I remember a time when a teacher who undertook to control his school without the rod was looked upon as inimical to his fellow teachers. But changes have come. Better modes of discipline, better government prevails now.

The introduction of party politics into school management is to be deprecated. Teachers should protest against this. Accept no place that comes to you through partisan influences. Have no entanglement with party politics; it will degrade the teachers' profession and injure the cause of education.

THE READING CIRCLE.

TREASURER'S REPORT.

As Treasurer of the Board of Control of the Ohio Teachers' Reading Circle, I present the following statement of the amount received for certificates and membership-fees during the past year, or since my last report made to the Treasurer of the State Association, July 1, 1885.

To make the report as brief as possible, I will simply name the counties and the amount received from each county.

Adams	\$.25	Lake	3.50
Belmont.....	8.75	Licking.....	10.75
Clark.....	3.00	Lorain.....	5.00
Coshocton	4.50	Medina.....	12.87
Crawford	3.00	Mercer	\$ 3.25
Cuyahoga	17.25	Miami50
Clermont.....	25.75	Pike.....	6.25
Delaware.....	12.00	Portage	3.75
Fayette.....	14.25	Richland.....	6.50
Guernsey.....	1.50	Ross.....	3.25
Knox.....	2.25	Scioto.....	8.50

Seneca.....	5.40	Tuscarawas.....	19.75
Stark.....	12.25	Warren.....	15.00
Summit.....	3.00	Washington.....	5.50
Trumbull.....	2.25	Wyandot.....	.25

\$220.02

Received for postage..... .60

Total amount received.....\$220.62

The expenses of the year have been as follows :

Cash paid for altering certificates.....	\$ 1.50
“ “ “ printing 21,500 circulars.....	34.98
“ “ “ telegrams and expressage.....	7.75
“ “ “ printing 2,500 new certificates.....	12.50
“ “ “ postage and stationery.....	28.60
“ “ “ list of names Institute Instructors.....	1.00
“ “ “ envelopes and letter heads.....	4.50
Clerical services including amount paid out for assistance.....	60.00

Total.....\$150.83

Balance on hand subject to the order of the Board of Control... ..\$ 69.79

Respectfully submitted,

E. A. JONES, Treas. O. T. R. C.

REPORT OF THE CORRESPONDING SECRETARY.

Report of the Corresponding Secretary of the Board of Control of the Ohio Teachers' Reading Circle:

As we have but one hour for all the work of the Association this afternoon, I shall make my report as Corresponding Secretary of the Board of Control as brief as possible, confining it to such items as I think will be of special interest to the members of the Association.

At a meeting of the Board of Control held last July, a four-page circular was issued, which included the Course of Reading for each of the three years, the books adopted, and the prices at which they could be obtained. The circular also contained full instructions in reference to membership-fees, organization of circles, and duties of corresponding members. An earnest request was made that the teachers in the several counties would elect, at their Institutes in July and August, some one interested in the work as a corresponding member for the county, to organize local circles, and to serve as a medium of communication between the county and the Board of Control.

21,500 of these circulars were printed, and nearly 20,000 of them have been sent into all parts of the State.

The greater part of these were sent out during the months of July and August, so as to reach, as far as possible, all the Institutes held in the State at that time.

The Secretary has written more than 250 personal letters in addition to the circulars and special price lists that have been mailed in answer to inquiries.

From 28 counties there has been no response, and, so far as I know, in these counties no interest has been manifested in the work of the Reading Circle.

With 60 counties I have had more or less communication during the year. In the majority of these, circles have been organized and, in most instances, excellent work has been accomplished.

The report of the Treasurer states that the sum of \$220.02 was received for certificates and membership-fees during the year. Of this amount, \$6.75 was for certificates for the first year; \$22.75 for certificates for the second year and the remainder, \$190.52, for membership-fees for the present year. In a few instances a small sum was retained for local expenses, so that this represents a paid membership of 771. Some of the circles have not yet reported, and I am informed by corresponding members, that there are a good many readers in the several counties who have not yet remitted their membership-fees, so that this report is by no means complete.

From letters received, and from conversation with persons at this meeting who are familiar with the work in their several localities, I am satisfied that the number of *members* will not fall below 1,345. If we add to this, those who have read a portion of the course, but have failed to complete it, or have taken up other lines of reading, the number of *readers* will undoubtedly exceed 1,800.

When we remember the fact that in Ohio we have no county superintendents to look after the work as they have in most of the States where reading circles have been organized, and that in our State there are a great many teachers who, at the time this movement was inaugurated, were members of the Chautauqua Circle in some of its departments, and who are still continuing this course, I think we may consider this a very favorable report.

Certain it is that during the year a large number of teachers, both in graded and ungraded schools, have been in sympathy with this movement, and have earnestly endeavored to secure to themselves all the advantages that can be derived from it.

In many counties, carefully prepared essays have been read, discussions have been held, and courses of lectures have been maintained in connection with the Reading Circle. These have greatly increased the interest in the work, and have added much to its value and efficiency.

The Board of Control has recently adopted the following course of reading for the fourth year:—

I. Psychology—Sully's *Teacher's Hand-book of Psychology*. D. Appleton & Co., New York, C. B. Ruggles, agent, Cincinnati, O.

II. Literature—Shakespeare's *Hamlet* and *As You Like It*, and selections from Wordsworth.

III. History—Barnes's *General History*, A. S. Barnes & Co., Chicago, or Thalheimer's *General History*, Van Antwerp, Bragg & Co., Cincinnati, O.

IV. Science—Gregory's *Political Economy*, Van Antwerp, Bragg & Co., Cincinnati, Ohio, or Chapin's *First Principles of Political Economy*, Sheldon & Company, Chicago, Ill.

From the result of this year's work we are encouraged to hope that when the time for another annual report shall have come, we shall have a largely increased membership, and one or more organized circles in every county in the State.

E. A. JONES, Cor. Sec., O. T. R. C.

BRIEF REPORTS FROM COUNTIES.

F. B. DYER, Clermont Co.:—We have in our county fifteen circles, with a membership of one hundred and nine. Besides these, about sixty others, not connected with any of the circles, are taking the prescribed course.

S. T. DIAL, same county:—We have labored to reach our teachers through our county teachers' association. We have also sought to enlist the parents and patrons of our schools. The attendance at our meetings has been good. It is quite the popular thing to belong to a reading club. In the teachers' meetings in our town, we used Payne's Lectures. Nothing else has done us the good that the Reading Circle has done.

J. C. HARTZLER, Licking Co.:—We have several circles in our county outside of Newark. But I fear that those who need it most are not receiving the benefit. Where we have organized circles the live teachers have generally come forward and joined in the work; but there are large numbers of young teachers who hold back. The only way to reach them seems to be through the county examiners.

CHAS. HAUPERT, Tuscarawas Co.:—The fees paid, as reported by the treasurer, do not fairly represent our county. Many have taken the course who have not paid the fee. Many high school pupils and citizens have joined in the movement. Our experience differs from that reported by Mr. Hartzler. The young teachers and those expecting to teach are most active in our county; they control the circles. Our county examiners have greatly aided the movement by giving it their support, and bringing a pressure to bear on the teachers. A large number of our people have become interested, and the reading habit is growing.

W. J. WHITE, Clark Co.:—At our county institute we took up one of Payne's lectures each day. An interest was started and circles organized. Those most interested are not the old teachers but the young ones. Our county board adopted Payne's Lectures as a standard, and it resulted in putting a copy into the hands of nearly every teacher.

E. S. COX, Scioto Co.:—I know little of the work in our county outside of Portsmouth. Our circle has two or three sections, one for the study of pedagogy, another for more purely literary work. There is nothing better to study than the best things that have been written in our noble English tongue.

Mr. Cox gave an interesting description of the method pursued in the study of Shakespeare.

TREASURER'S MONTHLY REPORT.

DEAR EDITOR:—Please to acknowledge through the Monthly the receipt of the following sums since my report of June 19th:—

June 26—J. C. Price, Manchester, Adams Co.....	\$.25
" 29—Supt. J. C. Hartzler, Newark, Licking Co.....	10.75
" 29—Supt. E. F. Moulton, Warren, Trumbull Co.....	2.00
" 30—Supt. S. Weimer, Navarre, Stark Co.....	10.75
July 1—Miss Kate Brennan, Cleveland, Cuyahoga Co.....	12.00
" 1—Mr. C. F. Palmer, Dresden, Muskingum Co.....	1.50

July 1—Supt. F. Schnee, Cuyahoga Falls, Summit Co.....	.25
“ 6—Frank D. Glover, Coshocton, Coshocton Co.....	4.50

Total..... \$42.00

Of this amount \$.25 is for the first year; \$2.25 for the second year, and \$39.50 for the third year.

Yours truly,

E. A. JONES, Treas. O. T. R. C.

Massillon, O., July 10, 1886.

MEMBERSHIP ROLL OF THE OHIO TEACHERS' ASSOCIATION FOR 1886.

Adams County.—J. W. Jones, Manchester.

Allen.—

Ashland.—

Ashtabula.—I. M. Clemens, J. C. Logan, Ashtabula; J. Tuckerman, South New Lyme; R. S. Thomas, Jefferson.

Athens.—

Auglaize.—C. S. Wheaton, St. Marys; J. L. Carson, Wapakoneta.

Belmont.—H. L. Peck, Mary C. Bundy, Adda Fowler, Barnesville; L. H. Watters, Maggie Davis, St. Clairsville; B. T. Jones, Bellaire; Jas. Duncan, Bridgeport.

Brown.—

Buller.—W. P. Cope, Hamilton.

Carroll.—

Champaign.—

Clarke.—W. J. White, Springfield; H. S. Fairchild, New Moorefield; M. J. Warner, Selma.

Clermont.—B. F. Dyer, Batavia; W. W. Donham, Lindale; S. T. Dial, Milford.

Clinton.—

Columbiana.—W. W. Weaver, Columbiana; W. H. Van Fossan, New Lisbon; G. N. Carruthers, Leora Thompson, Salem.

Coshocton.—J. M. Yarnell, Coshocton.

Crawford.—M. Manley, Galion.

Cuyahoga.—L. W. Day, Bettie A. Dutton, E. M. Neill, Ellen G. Revely, Anna Hutchinson, B. A. Hinsdale, H. C. Muckley, M. S. Campbell, B. E. Helman, Mrs. B. E. Helman, Mrs. H. A. Taylor, Kate S. Brennan, M. L. Peterson, Cleveland; A. M. Mattison, E. S. Loomis, J. H. Loomis, Berea; D. P. Pratt, Minnie T. Ogram, Collamer.

Darke.—J. S. Royer, Gettysburg.

Defiance.—S. F. Hogue, Defiance.

Delaware.—W. G. Williams, Mrs. D. L. Williams, J. S. Campbell, Delaware.

Erie.—Alston Ellis, Mrs. Alston Ellis, Maggie Ferguson, Augusta Erckener, Mary Melville, Sarah Kelham, A. A. Barton, Sandusky; H. A. Myers, Berlin Heights; C. K. Smoyer, Huron.

Fairfield.—G. W. Welsh, W. A. Beates, C. C. Miller, J. P. Reid, S. J. Wolfe, Lancaster.

Fayette.—W. McK. Vance, Washington, C. H.

Franklin.—L. D. Brown, Abram Brown, R. W. Stevenson, Geo. W. Knight, E. O. Kerwood, Rose Hesse, Clara Orton, W. S. Goodnough, Columbus; D. J. Snyder, Reynoldsburg.

Fulton.—

Galia.—M. E. Hard, H. A. Brandyberry, Gallipolis; C. S. Jacobs, Rio Grande.

Geauga.—

Greene.—E. B. Cox, S. A. Collins, Xenia.

Guernsey.—Elijah Burgess, Cambridge.

Hamilton.—Jno. B. Peaslee, W. H. Venable, E. W. Coy, J. Akels, G. A. Carnahan, C. B. Ruggles, Mrs. C. B. Ruggles, F. B. Saunders, H. H. Vail, Mrs. H. H. Vail, Bessie Vail, Cincinnati; A. B. Johnson, Avondale; C. E. McVay, Clifton.

Hancock.—C. B. Metcalf, Findlay.

Hardin.—

Harrison.—

Henry.—

Highland.—H. S. Doggett, Hillsboro; R. B. Barrett, Mrs. R. B. Barrett, Ella Behymer, Mata Behymer, Bessie Horsman, Highland; D. S. Ferguson, Mrs. D. S. Ferguson, Allie Kerns, Maggie Mathews, T. B. Evans, Mrs. T. B. Evans, Mrs. S. Simpson, Lenna C. Simpson, Jas. B. Simpson, Leesburg.

Hocking.—

Holmes.—N. T. Morris, Anna Day, Millersburg.

Huron.—A. E. Gladding, Bellevue.

Jackson.—

Jefferson.—H. N. Mertz, Steubenville.

Knox.—J. A. Shawan, Louis Bishop, K. D. Benedict, Kate Fordney, Dora Chilcoat, Mt. Vernon; E. T. Tappan, R. S. Devol, Gambier; D. W. Stahl, Florence Stephens, Fredericktown; J. D. Simkins, Centerburg.

Lake.—Thos. W. Harvey, Sarah N. Harvey, Jas. H. Shepherd, J. P. Barden, Painesville; A. C. Phelps, F. B. Bedell, O. H. Basquin, Hillhouse; S. P. Merrill, Wickliffe.

Lawrence.—Joseph McKnight, Ada Conley, Belle Ross, Ironton.

Licking.—J. C. Hartzler, Newark; O. T. Corson, I. C. Crook, Granville; R. H. Morrison, Utica; T. A. Edwards, Hebron.

Logan.—Henry Whitworth, Bellefontaine; Frank R. Dyer, Belle Center.

Lorain.—H. M. Parker, Elyria; E. N. McConnell, Lorain; Effie Chapman, Huntingdon

Lucas.—J. W. Dowd, Toledo.

Madison.—J. W. MacKinnon, London; John L. Reeder, Lilly Chapel.

Mahoning.—R. McMillan, Mrs. R. McMillan, Julia Hitchcock, S. H. Lightner, Lizzie Kennedy, Mrs. Homer Baldwin, Jas. A. Leonard, B. M. Hill, F. Treudly, Mary D. Campbell, Mrs. Peter Campbell, Youngstown; Elizabeth Mathews, Austintown.

Marion.—A. G. Crouse, Marion.

Medina.—S. H. Herriman, C. S. Wheatly, Kate Wheatly, Sarah W. Smith, Lena Saunders, Medina; Arthur Powell, Mary Sproat, Wadsworth.

Meigs.—T. C. Flanegin, Pomeroy.

- Mercer*.—
Miami.—C. W. Bennett, Mary E. Hall, Piqua.
Monroe.—
Montgomery.—C. L. Loos, J. J. Burns, Dayton.
Morgan.—
Morrow.—
Muskingum.—C. F. Palmer, Dresden.
Noble.—
Ottawa.—John McConkie, Port Clinton.
Paulding.—
Perry.—
Pickaway.—
Pike.—F. H. Dewart, Waverly.
Portage.—A. B. Stutzman, Kent; Jno. E. Morris, J. J. Jackson, Garrettsville; Ada Wilmot, Minnie Wilmot, Mantua.
Preble.—E. P. Vaughn, Clara Wheatly, W. Alexandria; F. S. Alley, New Paris; Maggie McCrary, Morning Sun.
Putnam.—E. Ward, Columbus Grove.
Richland.—Miss M. W. Sutherland, Bertie Ruess, Jessie Mamber, Mansfield.
Ross.—John Hancock, J. F. Winn, A. G. McDougal, Chillicothe; J. O. Caldwell, South Salem.
Sandusky.—W. W. Ross, Mrs. W. W. Ross, Eliza M. Dorr, Laura M. Kridler, Fremont.
Scioto.—E. S. Cox, Emily Ball, Amy Cramer, Mrs. P. A. McKeown, Portsmouth.
Seneca.—J. W. Knott, Tiffin.
Shelby.—P. W. Search, Sidney.
Stark.—E. A. Jones, Ida Kline, Viola B. Pepper, Susy E. Graybill, Dessie Graybill, Ella M. Tordt, Minnie Kuhn, Lillian Ulman, Sara Rutter, Massillon; C. C. Davidson, A. F. Coup, Mrs. A. F. Coup, Alice M. Stiver, Ora Barnaby, Ella Barnaby, Alliance; S. Weimer, Navarre; H. V. Merrick, Minerva; W. B. Carter, Lake.
Summit.—E. Fraunfelter, Samuel Findley, W. V. Rood, Akron; F. Schnee, W. H. Rowlen, Helen P. Sill, Lottie Lawson, Mrs. J. A. Duncan, Cuyahoga Falls; Anna Gross, Stella Gross, C. E. Hazeltine, Hudson; Luella Buck, W. Richfield; Clara Tupper, Mogadore.
Trumbull.—E. F. Moulton, Chas. P. Lynch, Warren; F. O. Reeve, North Bloomfield; L. P. Hodgman, Newton Falls; Nellie B. Elder, Johnsonville.
Tuscarawas.—Chas. Hauptert, Dennison; S. K. Mardis, Aline Walter, Mary Taylor, Gnadenhutten.
Union.—D. E. Cowgill, Richwood.
Van Wert.—D. R. Boyd, Van Wert.
Vinton.—Jonas Cook, McArthur.
Warren.—G. J. Graham, J. C. Ridge, Perry V. Bone, Waynesville; R. H. Holbrook, Lebanon.
Washington.—M. R. Andrews, Marietta.
Wayne.—W. S. Eversole, Mrs. W. S. Eversole, S. J. Kirkwood, Wooster; Julius Cheyney, Orrville; E. F. Warner, Doylestown; D. F. Mock, Shreve.
Williams.—
Wood.—
Wyandot.—
O. P.—N. T. Wolverton.
Other States.—W. A. Mowry, H. S. Leach, W. E. Sheldon, Boston, Mass.; T. E. Orr, E. End, Pittsburg, Pa.; W. L. McGowan, Smithport, Pa.; F. L. Matchett, Candor, Pa.; Marion Jordon, Meadville, Pa.; A. J. Rickoff, Yonkers, N. Y.; Delmer Batcheller, Mayville, N. Y.; J. D. Wilson, Syracuse, N. Y.; Eva Wilkins, Freedonia, N. Y.; J. R. Rightsell, J. R. Harvey, Little Rock, Ark.; Cyrus Smith, Mrs. E. H. Prichard, Indianapolis, Ind.; G. W. Walker, Adrian, Mich.; W. H. Anderson, Wheeling, W. Va.; E. O. Vaile, Chicago, Ill.; W. H. Bartholomew, Louisville, Ky.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

We ask the indulgence of our readers for a little delay in the appearance of this number. It has always been our aim to be on time, but we have found it impracticable in this case.

We hope to hear a good report from all the institutes, in the shape of large lists of subscribers. The encouragement received hitherto prompts to increased effort on our part to make the MONTHLY indispensable to the teachers of the State, and stimulating and helpful to teachers everywhere. A little effort on the part of the friends in each county will count. Say a good word as you have opportunity, and send in the names.

Subscribers whose time has expired should renew promptly, as our plan now is to discontinue unless otherwise ordered.

In accordance with a resolution adopted by the State Association, the Executive Committee ordered the printing of five hundred extra copies of Mr. Donham's paper on the Management of Schools in Township Districts, and took steps to secure its publication in the papers of the State. Friends of the cause are requested to order copies (without cost) from this office and secure its publication in their local papers, as a means of creating interest and forming public sentiment in relation to this important matter.

The teachers of Ohio have made their fourth pilgrimage to Chautauqua. In point of numbers, the meeting was not equal to some of its predecessors. The number in attendance was estimated at four to five hundred, with less than three hundred membership tickets issued.

Most of the papers and a brief synopsis of the more important discussions appear in this issue of the MONTHLY. Dr. Whitlock and Dr. Peaslee declined to furnish their papers for publication.

The papers and discussions took rather more of a practical turn than usual, the chief interest seeming to center in Mr. Donham's paper on the Management of Schools in Township Districts.

Nothing was wanting for the comfort and entertainment of all in attendance. No more convenient or delightful place for the meeting could be selected, and the Chautauqua management as well as the Executive Committee of the Association deserve the thanks of all concerned.

Delaware, Ohio, is prominently mentioned as the place of next year's meeting.

STATE CERTIFICATES.

At the July meeting of the State Board of Examiners, certificates were issued as follows:

For life—Frank J. Barnard, Laura Corson, James Duncan, Elias Fraunfelter, Burke A. Hinsdale, Irene Holbrook, Franklin J. Roller, J. D. Simpkins, Linda L. Snyder, Albert H. Tuttle, Solomon Weimar, Walter S. Goodnough, special in drawing; Henry H. Johnson, special in music; S. H. Lightner, special in music.

For ten years—Eudalie Artois, A. Z. Blair, George Compton, Mary Crowther, N. A. Ernest, Rosa Evers, William A. Fleming, J. H. Focht, S. D. George, Fred F. Greene, I. C. Guinther, Alva B. Hall, J. L. Heise, Joseph A. Hershey, J. J. Houser, H. L. Hunt, Mary J. Hempter, J. L. Jordan, J. L. King, W. E. Lumley, William McPherson, D. W. K. Martin, C. B. Metcalf, T. J. Porter, Mary C. Ryan, S. D. Sanor, T. Harvey Smith, Alice M. Stiver, J. T. Thompson, E. Ward, Emma E. Wright.

The officers of the Board for the ensuing year are: President, E. S. Cox; clerk, Charles C. Davidson; treasurer, Marcellus Manley. The next examination will be held in Columbus, beginning December 28, 1886.

The meeting of the National Educational Association at Topeka was very largely attended. Estimates of the number present vary from five to eight thousand. A special to the *Inter-Ocean* puts the number from Ohio at four hundred.

Officers of the National Council were elected as follows: President, D. B. Hagar, Mass.; Vice-President, H. S. Allen, Pa.; Secretary and Treasurer, E. W. Coy, Cincinnati.

Officers of the Association were chosen as follows:

President, Wm. E. Sheldon, of Massachusetts. Secretary, J. H. Canfield, of Kansas. Treasurer, E. C. Hewett, of Illinois. Vice-Presidents, Mrs. Delia L. Williams, of Ohio; Henry Sabin, of Iowa; A. G. Boyden, of Massachusetts; Miss Florence E. Holbrook, of Illinois; Aaron Gove, of Colorado; Hattie O. Thomas, of Wisconsin; Warren Easton, of Louisiana; W. R. Garrett, of Tennessee; Julius D. Drehr, of Virginia; Mrs. M. A. Stone, of Connecticut; Miss Ella Calkins, of New York; Joseph Baldwin, of Texas.

Councillors at Large—E. E. White, of Ohio; N. A. Calkins, of New York.

Councillors—L. Marvell, of Maine; C. C. Rounds, of New Hampshire; A. L. Hardy, of Vermont; L. Dunton, of Massachusetts; G. A. Littlefield, of Rhode Island; S. T. Dutton, of Connecticut; George A. Bacon, of Nebraska; H. S. Jones, of Pennsylvania; Jos. Clark, of New Jersey; I. T. Johnson, of Delaware; Henry Tise, of Maryland; J. L. Buchanan, of Virginia; S. D.

Brown, of West Virginia; J. H. Carlisle, of South Carolina; Gustavus J. Orr, of Georgia; W. H. Council, of Alabama; J. R. Preston, of Mississippi; E. E. Sheib, of Louisiana; Alex. Hogg, of Texas; Leroy D. Brown, of Ohio; W. A. Bell, of Indiana; D. S. Howell, of Michigan; Thomas H. McBride, of Iowa; William H. Bartholomew, of Kentucky; T. C. Karns, of Tennessee; D. C. Tillotson, of Kansas; Henry M. James, of Nebraska; S. S. Laws, of Missouri; G. D. Purinton, of Arkansas; N. C. Dougherty, of Illinois; Charles S. Young, of Nevada; E. H. Anderson, of Utah; J. O'Connor, of California; T. O. Hutchinson, of Oregon; Z. Richards, District of Columbia; W. D. Parker, of Wisconsin; D. L. Kiehle, of Minnesota.

Table number XX in the Report of the State School Commissioner is a suggestive set of figures. In the last one issued it appears that more than seventeen thousand young people thought they knew enough to teach a common school and were mistaken. While it is possible that a few of this number were not prospective teachers, it looks as if the desire to teach school had become the curse of the youth of Ohio. This is a fair inference from the fact that so few, comparatively, of the certificates granted were for longer than one year.

Persons who have any real ability in the line of teaching, will not be content to return year after year to be examined. I do not believe that any young man or young woman has any business in the school-room as teacher who rubs along in this *status quo ante*. And if he or she lacks the ability to get farther, some other field of usefulness ought to be discovered as soon as the fact becomes known. It is a pity there is not some way of summarily refusing to license any one to teach who, after three examinations, fails to advance the grade of certificate. The number of five-year certificates has varied little for several years, and few who are competent to judge will say that their standard is a high one. Yet here is where we should rightfully expect to find the increase in numbers, if more of our young people were really ambitious to excel. If the recent change in the school law, which forbids the granting of certificates for less than one year is responsible for the somewhat large increase in the number of rejections it is accomplishing a great deal of good. The table points out another fact that is worthy of notice: the great difference in the standard of the examiners. In some counties seventy percent are rejected; in others only twenty and all the figures between. No one will, I think, claim that this difference is due to the applicants: many persons do claim that it is due to the examiners. Without deciding which extreme is nearest right we are safe in saying that there ought to be some approach to uniformity.

C. W. S.

EDUCATIONAL INTELLIGENCE.

- The Doylestown high school graduated a class of four, June 25.
- The Dresden high school held commencement June 4, seven graduates.
- The closing exercises of the Oxford high school occurred June 18. Nine pupils received diplomas.
- Commencement at the Western Reserve Normal School, Milan, Ohio, occurred June 18. There were nine graduates.

—A four-weeks' summer school opened at London, Madison county, July 19th, conducted by J. W. McKinnon and F. B. Pearson.

—The thirteenth annual commencement of the Ohio Normal School, at Ada, Ohio, was held July 21 and 22. There were *seventy five* graduates.

—The Texas State Teachers' Association met at Austin, June 29. A resolution favoring Federal aid to education was adopted by a vote of 109 to 60.

—The teachers' reading club at Milan, Ohio, has been kept up with unabated interest for the past three years. One of its presidents in that time was B. B. Hall, of the normal school.

—Sandusky employed 60 teachers, enrolled 2756 pupils, and paid \$28,500 for teaching and supervision, the past school year. There were 142 pupils enrolled in the high school, and 16 graduates.

—The Potsdam (N. Y.) Normal School seems to be prospering finely under the administration of Principal Cook, (formerly of Columbus high school). The class of '86 numbers 31, the largest in the history of the school.

—The Kent papers speak in very high terms of praise of the work done in the schools of that place the past year by Supt. A. B. Stutzman and his excellent corps of teachers. The *News* says, 'There are no better schools in the State than those of Kent.'

—The commencement exercises of the London, Ohio, High School were held on Thursday, June 10. The school board wisely decided to hold two sessions—one at 9 o'clock A. M., and one at 2 o'clock P. M. Twenty-one pupils, twelve girls and nine boys, were graduated.

—Soon after the war closed, patriotic citizens gave Gen. Grant a farm near St. Louis. When obtaining farm machinery, the General came to his native State and purchased a thresher from the Aultman-Miller Company, of Massillon. They have lately learned that this thresher has been in active service almost ever since, and have taken steps to secure it. They propose to place it in their exhibit at the Centennial Exposition, in 1888.

—The commencement exercises of the Green township public schools were held in the Protestant Church, at Bridgetown, O., June 18. A large audience gathered in the afternoon to listen to the rendering of the program, which consisted of the essays of the nine who finished the course, music by the pupils of different schools and an address by Prof. C. E. McVay, of Clifton, O. Mr. McVay gave a highly entertaining address to teachers, parents and pupils. The convincing proofs, which he gave of the value of systematic instruction, were greatly appreciated by those who are working for the advancement of education in this vicinity. The diplomas were presented by Supt. P. C. Hill in behalf of the Board of Education. All of the principals and most of the primary teachers have been retained, so we expect to begin the third year of the graded course under favorable circumstances. Much better work has been done during the past year than the year before, which was a great improvement on the "John" method of the past.

—We announced, sometime ago, that an appropriation had been made to establish a normal department in the Ohio University, at Athens. We are glad to announce now that arrangements have been made for the opening of that department at the beginning of the college session in September.

It is the purpose of the Trustees and Faculty to make this department the equal in thoroughness and general efficiency of any institution for the training of teachers in the country.

The grade of scholarship for a diploma to teach in any grade of schools will be equivalent to that required for admission into the Freshman class of the university.

Such substitutions for certain branches will, however, be allowed as shall bring the Teacher's Course as fully as possible in harmony with the work of the public schools.

At least two grades of professional diplomas will be granted. The higher ones will require a higher grade of academic knowledge.

Letters of inquiry may be addressed to President Charles W. Super, University, Athens, O.

PERSONAL.

—W. D. Corn, of Ironton, goes to Hamden, Vinton Co., next year.

—J. H. Loomis, of Glenville, succeeds J. W. Bowlus in charge of the Berea schools.

—W. H. McFarland has been chosen principal of the Third Ward schools, Sidney, Ohio.

—John McConkie will continue at his post of duty in charge of the Port Clinton schools.

—J. W. Bowlus succeeds Mack Wallace in the principalship of the Savannah Academy, in Ashland Co.

—H. H. Spain has been retained as superintendent of schools at Unionville, Ohio, at an increased salary.

—L. W. Sheppard, of West Jefferson, has been elected superintendent of schools at New Holland, O.

—E. T. Hartley has been elected superintendent of schools at Lincoln, Nebraska, for the fourth time.

—A. T. Cordray has been re-elected superintendent of schools at Mt. Sterling, Ohio, at an increased salary.

—W. W. Weaver has resigned the superintendency of schools at Columbiana, to accept a similar position at Napoleon.

—G. J. Graham, of Waynesville, takes the principalship of the Xenia high school. A good man gets a good place.

—M. A. Reed, re-elected at Girard, O., declines the position to accept the superintendency of schools at Dunlap, Iowa.

—G. W. McGinnis has been tendered the chair of Latin in Antioch College, Yellow Springs, O., at a salary of \$1,600.

—D. R. Boyd will continue in charge of the Van Wert schools, at an increased salary. He has already served seven years.

—John R. Baxter will remain another year at Malvern, Ohio, contrary to his own purpose. An additional \$100 was one of the persuasives.

—Mrs. Mills, for several years superintendent of schools at Crestline, O., has received an appointment to a position in the Akron high school.

—J. B. Mohler, for some time in charge of schools at New Carlisle, Ohio, has been elected superintendent of schools at Pataskala, Licking Co., O.

—A gentleman of good reputation and considerable experience in teaching seeks an engagement as principal or superintendent. Address the Editor.

—H. R. Roth, formerly superintendent of the Meadville, Pa., schools, succeeds Supt. L. W. Day, as Supervisor of Grammar Grades in Cleveland schools.

—Sebastian Thomas, for several years in charge of schools at Lodi, has been chosen to succeed J. E. Stubbs in the superintendency of the Ashland schools.

—Elizabeth N. McConnell has resigned the position of assistant in the Wellington high school to accept the principalship of the high school at Lorain, O.

—E. E. Miller and F. M. Gill are teaching a summer normal school at Caldwell that has 123 students in attendance, of whom the major part are teachers of the county.

—J. W. MacKinnon continues for another year in charge of the schools of London, Ohio—salary \$1,500. This will make a service of ten years in the same position.

—B. F. Hoover, principal of schools at Seville, O., has turned his vacation to good account. He was married, July 22, to Miss Claudia I. Crawford. We extend congratulations.

—M. M. McConkey has been re-elected principal of the schools at Clifton, O., with an increase of salary. The increase of salary is the more gratifying as it came without solicitation.

—A lady who is a graduate of the Columbus training school and has had seven years of experience in teaching, desires a position for the coming year. High school work preferred. Address the Editor.

—Dr. Peaslee received from the Cincinnati teachers a very fitting testimonial, on retiring from the superintendency of the schools. It was inscribed in a beautiful album and signed by the teachers.

—H. F. Derr, formerly an Ohio teacher, has resigned the superintendency of schools at Mason, Mich., a place he has filled for several years, to accept a similar position at Elgin, Ill., at a salary of \$1,500.

—Dr. Owen has resigned the presidency of Denison University. The trustees have appointed a committee to nominate a successor. Meanwhile, Rev. N. S. Burton, of Akron, has been appointed President *ad interim*.

—S. M. Taggart has sold the *Southern Ohio Teacher* to N. H. Chaney, who will continue its publication at Blanchester, Ohio. Mr. Taggart declined the superintendency of schools at New Vienna to accept a position as cashier of a bank at Jeffersonville, Ohio.

—Prof. William Hoover, of Athens, received the degree of Doctor of Philosophy, *cum laude*, from Wooster University, at the last commencement—an honor fairly won, he having passed an examination on the post-graduate course, and read a thesis on "Cometary Perturbations."

—At the close of the commencement exercises of the Toledo high school, the retiring superintendent, J. W. Dowd, received from the teachers a testimonial in the form of a gold watch. Mr. Dowd is about to take up his residence in Toronto, very much to the regret of the schoolmaster fraternity in Ohio. We assure our Canadian friends that in Mr. Dowd they have gained a large-hearted, worthy man.

—W. H. Wolfe and Joseph H. Sites, members of the Lancaster (Ohio) board of education, attended the late meeting of the Ohio Teachers' Association, at Chautauqua. It would be well for the schools and for the cause of education, if the example of these gentlemen were generally followed. We wish it were more the fashion for school directors to go where teachers are congregated.

—C. C. Douglass, of Mt. Union, closed a most successful year's work in the schools of Burton, Geauga Co. The people were very anxious to retain him, but he could not stay. As a means of showing their appreciation, he was induced to enter the Rink where he was greeted by a large concourse of people who presented him a gold-headed cane, inscribed "C. C. Douglass, from Burton Friends," and a fine plush album from his pupils.

—T. J. Mitchell has been elected superintendent of the Charlotte, N. C., city schools for the fifth time. He organized the schools and has increased their efficiency the past year by adding a teachers' training department which has shared the marked success of the other departments. He is very active in institute work also. Having already conducted the Normal Institute at Florence, Ala., and one in South Carolina, he will be engaged the rest of the summer at institutes in his own State, Winston and Rome, N. C. So much for an Ohio boy.

—John Ogden's many friends in Ohio will be pleased to hear of his election as county superintendent of schools in Dakota. His address is Hoskins, Dak. Before going west, he gave instruction for several weeks in Jackson Academy, at Jackson, O. The Jackson papers speak in very high terms of his work there. At the close of the commencement exercises he received from the students an elegant gold-headed cane, as a recognition of his efforts on their behalf.

BOOKS.

Astronomy by Observation: An Elementary Text-book for high schools and academies. By Eliza A. Bowen. New York: D. Appleton & Company, 1886.

We regret a want of time to make a thorough examination of this book. The author has had large experience in high schools, and has aimed to make a book within the comprehension of pupils in reasonably good high schools. The student is required to *observe* and *think* rather than to memorize statements and definitions. The plan is excellent and seems to be well carried out. The book is in quarto form, printed on good paper, well illustrated, and has several full-page star maps. It is well adapted for private study as well as school use.

Geological Studies; or, Elements of Geology. For high schools, colleges, normal and other schools. By Alexander Winchell, LL.D. Chicago: S. C. Griggs & Co., 1886. Price \$3.00.

Part first presents fundamental facts and doctrines inductively, or from the standpoint of observation. *Part second* classifies and arranges these facts, and treats the subject systematically. As a guide for beginners and a synopsis of the elementary facts and principles of geological science the work is one that will undoubtedly take high rank. Those familiar with the author's "Geological Excursions," "Sketches of Creation," etc., will know what to expect in this work.

A History of Education. By F. V. N. Painter, A. M., Professor of Modern Languages and Literature in Roanoke College. New York: D. Appleton & Co., 1886.

This is vol. II, of the "International Education Series," edited by William T. Harris. It will be welcomed by the teachers of this country as a valuable addition to our educational literature. Education among the oriental nations, and the ancient classical nations, Christian education before the Reformation and education from the Reformation to the present time, and the general divisions of the work. The history of education is traced in its relations with the social, political and religious conditions of each country. American education is traced from the founding of the Jamestown colony to the present time.

Selections for Written Reproduction. Designed as an Aid to Composition Writing and Language Study. By Edward R. Shaw, Principal of the Yonkers High School. New York: D. Appleton & Co.

Written reproduction from memory as an aid to composition is growing in favor. This book contains a choice collection of anecdotes and narratives for this purpose, with suggestions to teachers. It will be found useful and helpful.

Six Weeks' Preparation for Reading Cæsar. Adapted to Allen & Greenough's, Gildersleeves, and Harkness' Grammars. By James Morris Whiton, Ph. D. Third Revised Edition, designed to prepare for reading Latin at sight. Boston: Ginn & Company, 1886.

Part I contains the six weeks' preparation. Part II is a manual for the daily use of beginners in Cæsar. An admirable little book.

Rasselas, Prince of Abyssinia. By Samuel Johnson, LL. D. Edited, with Notes, for schools. Boston: Ginn & Company. Another of Ginn's excellent "Classics for Children."

Lippincott's Popular Spelling-book. In two parts. Philadelphia: J. B. Lippincott Company.

This book is a reminder of the "good old days" of spelling schools and spelling matches. It is an excellent book of its kind.

Plutarch's Lives. Clough's Translation. Abridged and annotated for schools, by Edwin Ginn. With Historical Introduction, by W. F. Allen, Boston. Ginn & Company.

Teachers can do a valuable service for the young people under their instruction, by directing their attention to these "Classics for Children." This is one of the best of the series.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XXIV.

SEPTEMBER, 1886.

Number 9.

THE STUDY OF WORDS.

W. H. C. NEWINGTON, WEST RICHFIELD, O.

Appreciation of language is the key to knowledge. From the child of six years, in the primer, to the college student, in intellectual science, all depend for intelligence upon the understanding of words; not a vague apprehension—a knowing but cannot express,—as a stunned man recognizes those around him, but a quick, clear, living definition, which, if demanded, can be expressed in language.

Educators recognize this dependence by placing the art of reading in the first place on the schedule of instruction. For several years, the child devotes the greater part of school-time to acquiring words; and, too often, this is the sole aim of his reading exercise. Year by year, he recognizes them as one recognizes people known only by name. No proper introduction has ever been given. How can he know their characters, understand their habits, seek their society and sympathize in their life work, upon such an acquaintanceship? Often he fails even to recall their faces.

Intelligent reading is more than pronunciation, more than the observance of diacritical marks, vowel sounds, final consonants, accent, slurs, and the various draperies of speech. These are much, but the projection of the power in the words is more. The one is the case of

third rate actors on a country stage; the other is the business of a Garrick and an Irving, a Barrett and a Booth.

It is wonderful how attractive to bright pupils the study of words can be made; and it is not surprising that mechanical reading is dull and uninteresting. As reading is often taught, the text of a Cicero. nian oration is as easily acquired as the text of some of our stateliest prose writers. It is as easily understood. Often an English sentence demands for its interpretation as skillful word analysis as a sentence in a foreign language. The brain must be as quick, correct and versatile of thought as the hand of a telegrapher is quick, correct and versatile in transmitting a message.

Among the many reasons why pupils fail to read intelligently, two may be charged to certain teachers.

1st. Some teachers do not read understandingly; and, asleep themselves, are incapable of leading the awakening minds entrusted to them. Most children receive their first instruction in reading from young, inexperienced teachers, whose imaginative powers have scarcely plumed their wings for virgin flight; whose critical ability ranges at nearly zero; and whose stock of comparisons is so small, that they are often as much at a loss to appreciate the language they read as are the children they teach. Figures, synonyms, contrasts, repetitions, and contractions crowd one upon the other. Thought interpretation requires analysis, and analysis demands much of the analyzer.

2nd. Another class of teachers fail in word culture, not from lack of ability, but from indolence, shiftlessness, and lack of interest. This class may not be a large one, but it is large enough. They permit pupils to indulge in looseness of thought, vagueness of idea, and take-for-granted word meanings. These are mental habits most difficult to uproot, and all the strength, energy and patience of a faithful teacher are taxed to overcome them, even in a degree.

No arbitrary rules for word instruction can be formulated. No two successful teachers are, in their methods, wholly alike. Each in his own individuality develops his plans. Some suggestions, not wholly theoretical, may find corroboration in the minds of my fellow-teachers.

Children in the First and Second Readers read with much less hesitation and stammering, if the teacher, in his own words, has first told them the story, read the lesson slowly, and drawn from them, as the result of their own observation, a similar story. I open at random to the 58th lesson in Appleton's Second Reader, and in the second and third paragraphs I read: "The head [wheat] at first is soft and green," * * "the tall grain bends in long waves," * * "and looks like golden water." An interested teacher can make most in-

terested pupils and better readers by enlarging upon the "head" of wheat, the "tall grain," the "long waves," and the "golden water."

In a chance lesson from the Third Reader of the same series, p. 171, are found the words "cunning," "clever," "mischievous," "possible," "seldom" and "remarkable,"—six words in as many lines. A child, after once reading them, may recognize them again and pronounce them correctly; but he is not likely to use them independently in conversation, unless special attention has been called to them, and their meaning has been made sufficiently clear. We read, not simply to pronounce words, but for the higher instruction of their use. For the larger percent of children, reading is the great substitute for that generous word culture resulting from constant intercourse with educated people, whose vocabularies are large and whose speech is fluent. The school-room should be the substitute for this society. A child competent to pronounce words should, as far as possible, be rendered competent to use them. It is one of the first duties of a good teacher to see that his pupils' stock in hand is constantly recruited. In after years, his sufficient reward will be the lasting gratitude of those boys and girls by whom, because of him, such abundant harvests will be gathered from the diversified fields of literature.

A child in the Third Reader should learn to use a dictionary, not perfunctorily, simply for the *required* definitions of words, but freely, cheerfully, and gladly, because he realizes its immense value as a promoter of intelligence. It is as essential as the Reader itself. More than fifty dictionaries are constantly in use in my own school-room. Parents are careful that their children shall spell daily, and provide them with the necessary text-books. Not many parents, unsolicited, provide the dictionary. Often when it is forthcoming it is an expurgated, concentrated, consumptive, twenty-five-cent or fifty-cent edition, in which not twenty-five percent of the words requiring examination can be found. The best edition for the school-room, of which I have knowledge, is a new edition of Webster, costing \$1.50, net price. It has nearly three times the words of the Academic edition, for about three-fourths of the price. It is believed not to be all fancy that, if a canvass of good and bad spellers were made, it would be found that good spellers, as a rule, recognize the meaning as well as the form of the word, and that bad spellers cannot define the words over which they stumble. Respect for the soul of a word prompts one to respect its visible body. A child need not become a dictionary. It is not necessary that he take a column of words and commit them and their definitions, as he would a column of words from the spelling-book. True education is a process of selection, a mastering of the practical

and essential. A pupil should be conversant with the words of the Bible, and Macaulay, Shakespeare, Carlyle, Ruskin, Emerson, Longfellow, and the best prose and poetical writers of England and America. He may read but a few or none of these authors, but he should be prepared to appreciate their diction when the opportunity for reading them occurs. The task is not an impossible one. To express his wants, his feelings, and his reasoning, the average man, aside from monosyllables, uses less than five hundred words. Many men exhaust their entire vocabulary before that number has been reached. The myriad-minded shakespeare, it has been said, aside from monosyllables, uses less than five thousand words. These words are not technical or scientific. In some cases their meanings may have changed, or the words themselves become obsolete; but, in general, the transference of them from the vocabulary of the writer to that of the reader is limited only by the incapacity or indolence of teacher and pupil,—either or both.

With higher classes, there are many methods for stimulating activity in the acquirement of words and facility in the use of them. Some in my own practice are the following :

1. A selection of eight words is made, e. g., *duress, diagnosis, finance, elude, digress, infer, verbose, facile*,—nouns, verbs, adjectives and adverbs. The pupil is asked to examine these words in their origin, present and obsolete meanings, direct and figurative uses, and related words, and to place one in each of eight sentences upon the blackboard. These sentences must be intelligible, of not less than eight words, correctly spelled and grammatically correct. We freely criticise our work. Some boys and girls take peculiar pride in the construction of these sentences; and in their other recitations, their essays, and their conversation, their toil is fully recompensed by increased fluency of language. Some sentences, of course, are laughable. Thus, one girl, missing the use of the word “embody,” writes, “They tried to embody the town,” meaning to incorporate it. Another writes, “The stock could not elude from the barn;” concluding that *elude* was intransitive because one of its definitions, *to escape*, can be used intransitively. A third, finding one meaning of *behoove* is to *become*, wrote: “The new dress of Jane Smith behooves her.” These written words are the symbols of their thoughts, and index in a degree how largely pupils miss the sense of the printed page. By this exercise, during the last eight months, a class of twenty have been drilled in the spelling, defining, criticism and use of nearly twelve hundred words.

2. For variation, I sometimes write on a slip of paper, in fifty

words, two or three sentences upon some familiar topic. In these sentences I place a dozen words not commonly used by pupils. These words alone are given to the class and they are told to write short essays upon the same subject, using properly, somewhere in it, the indicated words. The other day, I wrote :

“The average boy has propensities for mischief which task all the energies of superior wills to control. He is inclined to play rather than to work, and he pines for the culture of the physical rather than the mental.”

From this I gave the words *average*, *propensities*, *mischief*, *task* (as a verb), *energies*, *superior*, *control*, *is inclined*, *pires* (a verb), *culture*, *physical*, and *mental*. I told them to write two or three sentences upon the subject, “A Boy.” In ten minutes I collected the papers, and the following, not one of the best, is from among a dozen :

“The average boy is inclined to mischief, and when asked to task himself with superior energies, his propensities in that direction are not under the control of his mental nature, but his physical nature pines for those amusements from which he can derive no culture.”

3. A third exercise will illustrate the distinctions made by using different prefixes with the same syllable. Let the pupil be required to frame sentences in which shall appear the words *avert*, *advert*, *convert*, *disvert*, *invert*, *obvert*, *pervert*, *revert*, *subvert*, or the words *diffuse*, *infuse*, *refuse*, *suffuse*, *transfuse*.

4. Another is a discussion of synonyms, as *fortress*, *fortification*, *castle*, *citadel*, *pupil*, *learner*, *student*, *scholar*. Every teacher has *pupils* ; it is to be hoped that they are learners, perhaps they are students, and some may be scholars. Attention can be drawn to the uses of related words, as antiquarian, the noun, and antiquarian, the adjective ; antiquary, noun and adjective ; antique, antiquation, antique, antiquesly, antiqueness, antiquist and antiquity.

5. A good exercise is to select a paragraph from the Reader, mark difficult words, and require the paragraph to be written with these words omitted, and in their stead words or phrases conveying the same meaning. Here is a quotation so paraphrased. In the book it reads :

“Most men are born poor, but no man, who has average capacities and tolerable opportunities, need remain so. And the farmer’s calling, though proffering no sudden leaps, no ready short cuts to opulence, is the surest of all ways from poverty and want to comfort and independence. Other men must climb ; the temperate, frugal, diligent, provident farmer may grow into competence and every external accessory to happiness. Each year of his devotion to his homestead

may find it more valuable, more attractive, than the last, and leave it better still."

A pupil changed it thus :

"Most men are born poor, but no man who has the *usual abilities*, and under *favorable circumstances*, need remain so. And the farmer's *vocation*, though *offering* no sudden leaps, no *prepared* short cuts to wealth, is the surest of all ways from poverty and want to comfort and *self-sustenance*. Other men must climb ; the *careful, economical, industrious* and *far-seeing* farmer may grow into the *possession* of every *worldly acquisition* for happiness. Each year of his devotion to his *estate* may find it more valuable and *pleasing* than the last, and leave it better still."

It is a teacher's business to see that pupils appropriate sense as they read. Better one paragraph a week well read, than a hundred pages read carelessly.

The *breaking* waves dashed *high*
On a *stern* and rock bound coast."

Many may catch the rythm of the poetry in these lines, few may catch the rythm of the sense. The twelve words may be pronounced in as many seconds, the explanation of their meaning may require as many minutes.

Again :

"The armaments which thunderstrike the walls
Of rock-built cities, bidding nations quake,
And monarchs tremble in their capitals;
The oak leviathans, whose huge ribs make
Their clay creator the vain title take
Of lord of thee, and arbiter of war,—
These are thy toys, and, as the snowy flake,
They melt into thy yeast of waves, which mar
Alike the Armada's pride and spoils of Trafalgar."

In this wonderful stanza and its fellows, how beautifully the poet has adapted sound to sense ; and yet where is the average boy or girl who, while rendering it, comprehends the strength in *armament*, the majesty of *thunderstrike*, the size of *leviathan*, the arrogance of *arbiter*, the fear in *quake*, the feebleness in *snowy flake*, or the history in *Armada* and *Trafalgar*. Let Byron's Apostrophe be understood, and tone, quality, stress, emphasis, and accent follow almost of their own accord.

What I have said has been wholly with reference to the training, in the school-room, of the pupil in the use of words. A teacher's influ-

ence should not end with class work. Familiar conversations should present words aptly chosen as golden apples in silver settings. Incentives to read the best authors should constantly be given by us to those committed to our care. They are the teacher's talents, his opportunities, and the great Steward will some day claim them again with usury. Get your pupils to reach out for the origin, history, poetry, music, grandeur, humility, vice and virtue of words from such books as Trench's "*Study of Words*," "*English Past and Present*," Swinton's "*Rambles Among Words*," and Matthew's *Words, Their Use and Abuse*." Read to your school selections from them, as digressions from the monotonous routine of schedule work, and by all that is within you lead your pupils step by step from word poverty to word wealth, guiding them through the misty valley of vague ideas to those serene heights of accurate criticism, whence the glories of our mother-tongue, in not-to-be-forgotten splendor, shall be revealed to them.

WRITTEN EXAMINATIONS.

AN ANSWER TO DR. STEVENSON.

DEAR DR. STEVENSON:—I thoroughly appreciate the courtesy and frankness of your letter. In the same spirit let me touch briefly on your points, beginning with the last one.

1. I fully agree that written examinations have become systematized and in a sense perfected to a point not equaled by any other device employed in our teaching; but that is no argument why they should be employed where they do mischief or stand in the way of something better. The manifest perfection of the guillotine as an execution machine has not saved it from execration when unrighteously used.

2. Taking schools and teachers as they average the country over, do you not admit that the amount of mechanical memorizing of uncomprehended "definitions," "rules," and "formulae" is an "unpardonable crime" and a burning disgrace? And will you name any agency which, as a matter of fact, I do not say as a matter of necessity, does so much to foster and perpetuate this cursed memorizing as written examinations. It is surprising to have you mention in this connection the "training of this noble faculty." If there is anything which written examinations show to perfection it is the utter worthlessness, as a genuine faculty-index, of that kind of memorizing which these examinations generally encourage.

3. Certainly, as have I always contended, written examinations are a most useful and admirable agency in the hands of the superintendent for the disciplining of teachers, and in the hands of the teacher for the disciplining of pupils. For a teacher to ask her superintendent to examine her school so that she can see whether she is putting emphasis in her teaching just where he wishes her to, is quite natural, since she knows that the day is not far off when her reputation if not her head will depend upon the ability of her pupils to answer ten, twenty, or thirty questions submitted by this same superintendent. And your "honest, faithful, competent teachers," all credit to them, who ask this special favor, are almost invariably teachers whose ideals, methods, and aims have been shaped (warped?) by this process of supervision. Their gauge of success is the "average percent" of their class at the end of the year, and not their independent and intelligent judgment of the "what" and the "how" of the child's necessities day by day. If they had a different and, as I believe, a truer ideal, their representative would say: "Mr. Stevenson, I am not sure that I understand the best way of presenting the matter of this chapter or topic to my class so as to make it contribute the most to their discipline and growth in power. I want to know something that your written test at the completion of the subject will not tell me clearly if at all. Will you not take my class or somebody else's for a while and let me see how you would handle the subject and the class?"

Such a request, if sincere, is based upon a sound pedagogical foundation. Whereas the request for a special examination from the superintendent, which is only another form of the borrowing or exchanging of examination questions among teachers which is so common, has at least a very dubious pedagogical foundation. But when the exigencies of the case require it, as they often do, I have not a word to say against the use of written examinations by the superintendent as an agent for the discipline and instruction and guidance of his teachers. This use of written examinations is perfectly legitimate, I take it.

But this use is quite different from that other use which practically involves these two soliloquies:

First Soliloquy: Superintendent, at close of term—"I don't know just what my teachers and pupils in this grade have been doing this term, or how faithful and efficient they have been, and I don't feel that I can trust them altogether. So I will put into my hat all the possible and proper questions which the teachers of this grade ought to have asked this term, and I will draw out ten or twenty of the questions at random and submit them to the pupils, and those who fall below 40 percent in any one subject, or below an average of 70, can't pass; and

those teachers whose classes stand the highest shall have the plaudit (if not the extra dollars). 'Well done, thou best and most faithful servants.'"

Second Soliloquy: Teacher, at beginning of term—"I wish I had the gift of divination so that I might know just what the ten questions will be which the superintendent will submit to my class at the examination for promotion. But as that is impossible, I will get at his questions as nearly as I can. I will take the greatest pains to drill on every possible point, small or great, as we go along. I will carefully watch the trend of thought and mode of expression of the superintendent, and I will follow them closely. I will use all his old examination questions (in my grade) which I can lay hold of. I will get from my fellow teachers and from school reports—there is a lot of them in the superintendent's office, but of *course* he'll not consult any of them—all the questions I can find, and I'll drill on them. Then he will not be likely to hit on any questions which my class has not had, and if they do not 'stand' well it will not be my fault."

Now, whatever results may appear in the examination papers, is it not evident that this teacher's attitude throughout the term has not been the attitude of a wholesome, genuine teacher? With such an immediate object in mind it is absolutely impossible for her, no matter how conscientious and faithful she may be, to fill the measure of a genuine teacher.

4. Of course your objection is a forcible one against the superintendent's discriminating between teachers by testing the work of some and not the work of others. I do not urge such a course as in itself desirable. By the utmost care at the beginning, only such teachers should be employed as the superintendent can trust. But if a mistake is made here how is it to be corrected? By submitting the work of all the teachers in the corps to this formal test in order to demonstrate the inefficiency of the few weak ones? or shall the test be applied to those who need and deserve it and not to the others? As a question of "applied politics" I agree with you that it behooves the superintendent to be exceedingly wary in attempting such discrimination. But it is one of the desirable things to be hoped and fought for, that our superintendents shall find it possible and safe to carry out their personal convictions in the management of their schools. And it is high time that all teachers should learn that good teachers have immunities and rights which poor teachers and supervisors are bound to respect.

But it seems to me you greatly overestimate the difficulty of exempting some pupils from the strain of final examinations for promotion.

Such a course is not only practicable, it is in actual operation in more than one system of schools. Take a school of 50 pupils who have completed a year's work under ordinary conditions. Can there be the slightest doubt that a certain number of those pupils, say 20 or 30, are fit and ought to go into the next grade next year? Can there be the slightest doubt that the teacher and superintendent or principal, at the time of promotion, are perfectly able from their past contact with the pupils to pick out with certainty those twenty or thirty without any formal or final test? Can there be the slightest apology, excepting slavish adherence to a system, for subjecting the brightest and manifestly competent half of our school children to the wear and tear of promotion examinations? Why not restrict these examinations to those pupils in a school about whose fitness for promotion there is some doubt either in the mind of teacher or principal? The feeling of the public about these written examinations is such that any supervisor will be heartily sustained who will intelligently and honestly discharge such a responsibility. It has not been long since I saw a statement to the effect that this course is the one actually pursued in Beloit, Wis., and I am sure I have seen reports of other schools in which promotions are determined upon the same plan, although I do not now recall the names of the cities.

5. Analogies are not strong arguments but they are apt to turn and plague their inventors. "No banker will take a note without two signatures." True, but if he has once taken a helper into his confidence does he keep applying tests to his work? "No man is admitted to the bar without an examination." Yes; but once admitted does the court follow him and weigh his work at every step to see what it is worth? "No church will accept a young theolog without confirmation." Yes; but once admitted to the pulpit is constant and formal inquisition made to determine with what grace and holy fervor he does his work? "No pedagog can enter a school-room without a certificate." That is true; and she cannot stay in her school-room without being re-certificated every few months; and when once admitted, if in a graded school, her certificate counts for nothing, for her work is continually tested, and she is forever filled with a looking forward to judgment. In no other line of business under the sun do we pursue the same course. "No college admits a youth upon the statement of his teacher." Indeed! This remark seems heavily to discount your effort to keep yourself from being "tied to any particular theory in education." Can it be possible that you have looked candidly upon all sides of this question, and yet are not aware that the facts do not warrant this last statement of yours? Do you not know that several of

the best Eastern colleges admit students upon the certificate of their teachers under certain conditions without examination? Do you not know that the University of Michigan and the University of Illinois, not to speak of others, admit students upon the simple certificate of the principals of the "accredited" high schools of their respective States, and have done so for several years? For five years or more, pupils of the grammar schools of Chicago have been admitted to its high schools upon the recommendation of the grammar school principals, those not recommended having the privilege of trying the superintendent's written examination. True, the Chicago high school teachers, like their fellows everywhere, are full of complaints and disgust at the "poor material" they get from the grammar schools, but certainly they have no more reason to complain than the high school teachers in other cities whose pupils reach them through rigid examinations. But it is the universal testimony of the grammar school principals whose judgment is of most worth that the removal of this incubus has had a most marked and salutary effect upon the teaching in the highest grade of their schools, and great and deserved credit is given to the superintendent, himself a high school principal for fifteen years, for inaugurating the change. I regret to be obliged to say that, so far as I know, the spirit and the method of promotion from the grammar schools to the high schools have not permeated lower to any great extent. Principals affirm that they are not willing to take the risk of being accused of partiality in acting upon the personal judgment of themselves and their teachers in making promotions. They must have something in black and white upon which to stand in defense. Hence full grade-examinations and percents still reign, but with abated vigor. But to a man of your well-known courage such an argument can have no weight in breaking the force of the precedent so happily established by the Chicago superintendent.

These instances do not by any means make out a case in favor of a total abolition of written examinations, a condition of things which I would regret as much as yourself. But they go to show that the tendency in educational circles of a high class is to place written tests as a supervising agent in the background, and to bring into bolder relief the teacher's ability, judgment and personal contact with the pupil, a tendency which I regret to know that you so strenuously oppose.

Sincerely yours,

Chicago, Ill., May, 1886.

E. O. VAILE.

The foregoing reply to Dr. Stevenson's letter in our May number appeared in *Intelligence* three months ago, and we reserved space for it in our issue for

June; but when it came it was too long for the space and had to lie over. The institute syllabus in the July number and the proceedings of the State Association in August have kept it back until now. The subject is still a live one, and Mr. Vaile's letter will be read with no less interest because of the unavoidable delay.—ED.

PRIMARY WORK.

BY MISS SIDNEY E. GILLIAM.

(Read before the Montgomery County Teachers' Association.)

The subject of primary work presents such a wide field with so many avenues of thought that we can, in this short essay, review in a general way, only a few of the more prominent features. We do not limit the term, primary work, to teaching first or second year pupils, but give it the more extended application of teaching children the elements of any subject. The beginning of grammar and geography is as truly primary work as the beginning of reading and number.

With this view of the subject, we proceed to notice the importance of this branch of work. It is in this that the foundation of moral and mental habits is permanently laid. Neatness, punctuality, exactness in thought and expression, and many other habits having a moral basis, receive their first impulse in early school training. Mental habits, as of attention, concentration, clearness of conception, etc., are here formed and strengthened by the teaching, training and discipline of school. The value of results will depend upon the strength and character of these habits, the quality, kind, arrangement, and amount of knowledge acquired. And all this depends upon the efficiency of the teacher. Nowhere else are trained teachers so necessary to the best results; and nowhere else are they so scarce as in primary schools. A teacher with but the rudiments of knowledge, but possessing a keen insight into child-nature, and an ability to adapt means to ends—such a teacher will do better primary work than one who has mounted the heights and descended into the depths of knowledge, if she yet lack these higher qualities of a teacher. Do not understand me that an indifferent scholar will be a successful teacher; nor that a fine scholar may not also possess these higher qualities. The point is simply this: that a mere knowledge of subjects as tested by examination is not sufficient evidence of ability to teach, and that the true teacher possesses qualities not to be measured by percents.

The one great need of primary work is ingenious, skillful, earnest

teachers. This is presented, not as a criticism on teachers either past or present; for we believe the majority are about as good as their circumstances allow; but as a line along which true progress will direct her main energies.

You recall the three essential qualities enumerated, ingenuity, skill, and earnestness. These qualities are common to all successful teachers, but in the primary teacher they should be, like the virtues and vices of Dombey's partner, intensified to the highest degree.

The first of these, ingenuity, is the natural element in a teacher's character. Much has been said about 'born teachers,' but in it all there is but one fundamental truth. There must be natural talent before training or experience can result in skill. Most young persons possess this talent, aptness to teach, in some degree, and in order to develop this natural talent into skill, either the conscious, systematic training of the normal school, or the unconscious, unsystematic training of personal experience and observation, is absolutely necessary. As money is cheaper than mind, it is better to train teachers by means of these special schools than to allow them to gain skill by experimenting on the minds of little children. So much for the importance of the work and the means of improvement.

Turning to the character of primary work, we first notice that it should be a direct and conscious continuation of nature's method. Not that the instruction should be unsystematic or needlessly repeated, but that all knowledge should rest on the experience of the child, and the laws of repetition and association should be observed, so that the thing taught shall become a true possession of the mind. Because memory is strong in childhood, is no reason that meaningless words and symbols should be imposed upon it. Even such simple things as the addition and multiplication tables are used to the detriment of true mental power, unless their meaning has become a fact of the pupil's experience, a true mental conception.

It has been said that we are not educated until we can think in symbols. But the danger in primary work is that symbols may be presented before they symbolize any concept of mind, and therefore have no significance. They may be regarded as the *subjects* of thought instead of *representatives* of those subjects.

Every thing that goes to constitute knowledge or afford mental training, must rest on sense perception. And this kind of teaching is possible, even when following the unwritten curriculum of our country schools, though many difficulties must be met and overcome. It is best to admit that there are difficulties, and then proceed to provide for them.

First among these we notice the difference of ability and attainment, in children of the same grade and age. All these differences with the causes of them, must be taken into account and provided for by the skill and ingenuity of the teacher. What to do with bright pupils and how to awaken dull ones, are still open questions, and nowhere of more importance than in primary grades where the pupils can do so little for themselves. Underlying this difficulty is another of even greater magnitude, that of determining the strength and attainment of these young pupils. It has been conceded that neither ability nor knowledge can be tested by formal examinations, and that daily recitations are not safe criterions by which to estimate progress in knowledge or growth of mental power. In these early years, memory may be made to appear to do duty for other mental energies: that is, a parrot-like recitation may be given and not a word comprehended; or on the other hand, for lack of a command of language, true progress may not always manifest itself in recitations. Again, the difference in the natural dispositions of children may be the cause of false estimates in recitation. Frequently, for a time, the bright boy of a class is only the most fearless, and when the timidity of others is overcome, he sinks to the level of those thought to be far inferior.

Here again the teacher's personal skill is in demand, and nothing else can take its place. Devices and expedients can never answer for skill and zeal on the part of the teacher.

To the next difficulty to which we invite attention, all teachers in ungraded schools will give hearty assent,—lack of time requisite to produce good results. With all the work of seven grades, it is but little wonder that primary work is crowded into tired moments, and lessons taught for which the teacher has had no preparation. The remedy, so far as the teacher is concerned, consists in attempting less, and doing more thoroughly what is attempted in all grades. But with time given, there is still another need, material and apparatus necessary to the teaching of little children. Supplementary reading, numeral frames, globes, beads, buttons, boxes, needles, thread, match-sticks, etc., are all needed for the proper teaching of primary grades, and are not supplied, for two reasons: school boards do not know that they are needed, and teachers generally do not know how or cannot find time to use them if supplied. The only remedy is to train teachers to use them intelligently, and school boards to furnish them abundantly.

These are only a few of the more prominent difficulties that present themselves to mind, and we leave the subject for the more agreeable one of the pleasures of primary work.

Who that possesses a spark of humanity does not find pleasure in

contact with the lovely innocence of little children? With scarcely a conception of right and wrong, they come to us to be taught to make that distinction, and to choose the right. The purity of their motives should be a constant source of joy and anxiety to the teacher,—joy, that purity of motive is still to be found, and anxiety, lest bad habits be formed before the children are aware of danger. They are so ready to receive instruction, and so curious to know, that the work of teaching is equally pleasant to teacher and pupils.

The results of instruction so early manifest themselves that the teacher can see and rejoice in the fruits of his labor, even in the midst of it.

Last but not least of a teacher's joys is the love of innocent childhood so lavishly bestowed on the faithful teacher. When once gained even neglect or harsh treatment will not quench that burning flame, and kindness and justice will encourage it to many strange and impulsive manifestations. The best desire of the best teacher is to be worthy of this wonderful love, and the best result to the pupils is the cultivation of this noblest passion.

The object of primary work may be summed up in the one expression, growth, or development. Though this may be said of all grades, it is more strictly true of primary, since in the higher grades, knowledge becomes the prominent feature, rather than mental exercise. This growth refers to the development of the social, mental, moral, and physical natures of the pupils. The first and best result of early school-life is social training, contact with equals, superiors, and inferiors. By this means many of the deficiencies of home social training are made up. Selfishness learns that others have rights that must be respected, servility learns to demand its own, and a definite sense of fairness in mutual relations is aroused and cultivated. This is a field too often overlooked by the teacher, and one in which a general directing influence is most needed. Mental culture is the recognized aim of schools. It includes increase of ability, power of self-direction, and knowledge. These results are to be attained by the proper presentation of the subjects taught.

The purpose of each subject in a general way, and of each lesson, and even question, should be clearly defined in the teacher's mind. The same lesson may contain elements to be used for very different purposes, but some definite result should be in the mind of the teacher, and for a time, everything ignored but what will tend to produce that result.

The cause of the complained-of routine is the desultory manner in which lessons are given and recitations heard, and this is the direct

and inevitable result of lack of clearly defined purpose in the teacher's mind.

The will, as being the motive power in morals, demands the first attention. Like all other energies of mind, it is a thing of development, and needs careful cultivation. Much that is treated as willfulness in little children, is will-weakness. There has not been time or opportunity for the will to be developed into a self-regulating force. Children do not attend because their will is too feeble to command the mental energies. Children do not sit still because the natural activity of body is stronger than their will-power. Punishments for such offenses in these little ones should be few and light, as fear of punishment will not develop a healthy will-power.

Another point demanding attention from primary teachers is the physical needs of children. It is not enough that the room be comfortable and healthful for the teacher and older pupils. There is a demand for bodily action in the nature of the growing child. One hour in a seat is too long for their little bodies, which if left free, would repeatedly exercise every muscle in the same time. This demand must be provided for, or serious results to the health and discipline of the school will follow. Directed movements, marches, movement songs, etc., will serve the two-fold purpose of physical exercise and training of the will in controlling attention and motion. Our essay is about completed, but the subject is not exhausted. We have aimed to present a general view of the more prominent points, with the means connected with each, but now feel that it is only a list of points needing discussion, rather than a discussion of anything in particular.

THE LADY TEACHER.

BY SAREPTA HENNEY.

What is a lady? If we hunt the etymology of the word, we shall find it is derived from two Anglo-Saxon words, one of which means, to look after, to have charge of, to keep. But a noted gentleman has given us quite another definition, which corresponds with our own views, viz., "A lady is a woman who is the equal of her lord." The lady teacher is the compeer of her brother in the same profession.

Everything seems to qualify her for teaching. Her organization clearly defines her sphere. She is physically fitted to the close confinement of the school-room and to sedentary life. God has endowed her with fine, natural perceptions, an exquisite instinct, and wonder-

ful self-control. In fact, ladies are the annointed teachers of our race.

Thoughtfulness for others, modesty and self-respect are the qualities which make a real lady as distinguished from the veneered article which commonly goes by that name. These qualities, coupled with patience, self-control, and a youthful heart that has not forgotten its own sunshiny, cheery childhood, are wanted in all who deal with children.

The lady teacher must be firm but heavenly mild.

“A perfect woman nobly planned
To warn, to comfort and command.”

Children are susceptible creatures. As you influence them not by arbitrary rules and stern precepts alone, but in a thousand other ways that speak through gentle manners, quiet, pleasing, lady-like tones, so they will grow.

Place a young girl under the care and guidance of a kind hearted, graceful woman, and, unconsciously to herself, she will grow into a graceful lady. Place a rude, street-educated boy under the guidance of the same gentle hand, and how quickly the rough edges of that boy's nature are smoothed and toned down.

My opinion is that if a lady teacher does nothing more for the good of a community than to inculcate good morals and gentle manners in the minds and hearts of the youth, she is of inestimable value to that community.

I do not think parents are particular enough about the culture, refinement and character of the one to whom they entrust the education of their children. A noted gentleman, when his daughter asked him what studies she should pursue at college, replied, “It matters not so much what you study, but with whom you study.”

There is a tendency nowadays to underestimate the durability of early impressions. They are the reins that guide and stop us all through life, the golden key that locks or unlocks the portals leading to fields of usefulness in maturity.

How often we hear these expressions: “O well, what is the difference who is employed in those primary departments, or who teaches that summer country school?” What a mistake to think that when a child is once on its feet it will grow and flourish like a tree, regardless of soil or cultivation! The labor only begins then. I tell you, mothers, the croup, which you so much dread, is nothing compared with that swearing boy on the corner. You cannot be too careful into whose hands you place the guiding and guarding of those little feet.

The primary teacher ought to combine in one, mother, governess

and nurse. She ought to be a lady in every sense of the term. But there are some lady teachers whose field of labor lies away from the busy town. The position of lady teacher in the graded school is a responsible one, but I can't begin to tell you what it means to be a country schoolma'am.

Am I addressing a fellow-teacher from the rural districts? If so I need not speak of dust, mud, overwork, poor pay, and the opposition of ignorant patrons, for you well understand all about these. Your lot in life is Godlike, for it is yours to give time, strength, activity, and love, without any apparent adequate return. Yet you have a compensation which is even better than money. You are teacher, savior, guardian and friend. Sometimes unappreciated, sometimes misrepresented, and oftentimes misused, but never the aggressor.

But each one of us, wherever our lot may be cast, can ennoble our profession by putting into it the womanly and divine principle of love and sacrifice.

The lady teacher ought to be a true Christian. An artist gazing upon a block of marble exclaimed, "I see therein an angel!" Grasping his chisel he wrought as if by magic, until his natural eye beheld the image of his mind. Infinite wisdom has entrusted you and me with living, breathing marble, and it is ours, with smiles and tears, with prayer and song, to develop patiently the latent possibilities of the human soul. Our words and thoughts are crystalized in the minds of those around us. We can lead those little feet up and place them upon the King's Highway, or by being unfaithful to our trust we can start them upon the downward path. Next to the minister of the gospel stands the teacher. Then let us go forth to our labor stronger in faith and integrity than ever before; more fully determined to lead a sweet, pure life, replete with good works. Let us "sow beside all waters." Perhaps we can make something grow where before was a waste or a blank.

Let true womanhood shine out of our lives, casting its radiant glow upon the God-given treasures around us, raising, stimulating and encouraging them to self-reliance, and to a true, pure life. If we can drop but a pebble of truth into the vast ocean of humanity, the circle of our influence may go on, deepening and widening, until it shall reach the boundless shore of eternity. Then from our master's lips will we hear the words, "She hath done what she could: well done."

A PLEA FOR CULTURE.

BY JESSIE M. LAWYER, WINDHAM, O.

In their physical, moral, and mental development, our people show their desire for that which is new. Scarcely a season passes that does not bring to those who consider it their duty to provide entertainment for the millions, some new idea, the execution of which shall win for them applause, laughter and tears. We live so long in these every-day lives of ours that variety becomes a necessary spice. Col. Bain's declaration is a startling one,—“We live longer in twenty years than Methuselah did in a lifetime.” As for centuries has custom been law, so is fashion a law to the pleasure-seeker of 1886. The recreation of the day and night in one city becomes the amusement of a metropolis a thousand miles away.

If it be the ambition of one merry boy or girl in the village school to trundle a hoop, swing a rope, or carry a cane, it is the dearest wish of fifty more to do the same; and at once are the manufacturers of these useful articles started on the high road to fame and fortune.

Each succeeding generation has brought with it new methods in moral training. From the pulpit, the press, and the school-room voices are heard condemning all that is not good, true, and beautiful. “Constant dropping wears away the stone.” The Crusaders, Francis Murphy, and Will McConnell have had their day, and will not be forgotten. John Wesley and Alexander Campbell were reformers, and their representatives are now living. They have influenced for a short time thousands; for life, a few hundreds. With the advent of the new century will come a new reformation.

In no way have our people suffered more than from the experiments of educators. In the early days the word of ambition was knowledge. To obtain it they must have instruction. They thought the result must be education. But the one is not the other; hence, the failure of many pet schemes. Not one of the ancient pedagogs thought how the tasks they presented appeared to the urchins.

The laws of mind they either did not know or would not apply. The skeptic of to-day may point with pride to the record of men, who, by their energy and eloquence saved our nation; but they represent only the survival of the fittest, and far below them may be seen long lists of college graduates who spent the best days of their youth in studying that which gave them not discipline. Instruction is the furnishing of the mind with knowledge. Education develops the powers of man.

Ralph Waldo Emerson has said at the beginning of one of his grand essays that, “The word of Ambition at the present day is Culture.”

Edward Brooks in his *Methods of Teaching* has written, "In Education culture is worth more than knowledge." For some reason, then, educators at present differ slightly from those of a century ago. They said nothing of culture, while in our Athens an eminent scholar and poet declares it to be the ambition of the day. Dr. Brooks has also said that, "The process of bringing forth these powers into activity, strength, and harmony, we call culture."

Almost the first questions asked by us with regard to any object are "what?" and "when?" One may more easily tell what culture is not than what it is. But there can be no doubt as to when the process should begin.

The beginning of all things is the foundation. Without a perfect one no elaborate architecture can hide the defects which become glaring as the years go on. Those to whom is given the training of the men and women of the twentieth century must find how to do their work. That they must find, proves that they have not the ambition of the day. An article quoted from the *Boston Budget* may explain why they have not. "At public dinners and other gatherings we are much given to boasting of our public schools, of the thoroughness of the instruction which they impart, and of the brilliant pupils they send out to dazzle a wondering and bewildered world. They are indeed idols that we worship with a heathen-like persistency, and we give to them powers which they do not possess, and virtues which they can not justly claim. As we bow down to them we are prone to hug the flattering delusion to our souls that there are no similar institutions of learning elsewhere that produce such beneficent results. This, too, in the face of the fact that there are plenty of men and women in our own city who have never enjoyed the advantages which our public schools are supposed to offer, but who are fully equal, if not superior, in intelligence and general culture to the graduates of our much lauded temples of knowledge."

Demand causes supply. The schools were founded by and for the people, and if the results are not those anticipated it is because those in control have not that necessary knowledge of the first principles of education. Culture would give to their successors strength of mind and body to suggest and carry out plans to relieve the inmates of the so-called forcing-houses of the nineteenth century. "Not how much, but how well," will be the motto of every pupil and teacher in the new era. Culture will give to the man and woman in every vocation "absence of pretension," Emerson's mark of the real man of business. It will, moreover, give confidence to every one, for culture means power, and a knowledge of the same. And it should be the ambition

of every living being. The want has made thousands miserable for life,—they knew a little of every thing but nothing well. It teaches promptness, obedience, and great love for the beauties of Nature and Art. It demands for mental food the best literature of all ages. It awakens in the minds of those under training a curiosity and a determination to know. It gives power, may be wealth and happiness.

THREE SELF-MADE MEN.

BY C. S. COLER.

Almost every city has its benefactors, men who have distinguished themselves for their benevolent gifts to the public. It is a remarkable fact, too, that those who have thus distinguished themselves are, in nine cases out of ten, self-made men.

I have been surprised as I have learned the history of the leading scholars and business men of the city of Baltimore, to find how many of them have worked their own way up from poverty to distinction.

Three of these, Johns Hopkins, George Peabody, and Enoch Pratt, deserve special mention because of what they have done for education.

Johns Hopkins, the founder of the university that bears his name, was born in 1795, and was the eldest of eleven children. His parents were poor and lived on a small farm. Mr. Hopkins never had any education except what he got in a country school. He remained on the farm till he was seventeen, and then took a position as clerk in a wholesale grocery store in Baltimore, where he remained for seven years, at the end of which time he had saved \$800. He then rented a room for himself, and continued in the grocery business for twenty-five years. He soon came to be known as one of the most reliable men of the city, and was made president of the Merchant's Bank.

The most of his money was made by investments in the B. & O. railroad, and at his death he owned 17,000 shares of stock in that road.

Mr. Hopkins was never married, and when he died, in 1873, he left all his property, amounting to seven million dollars, to found Johns Hopkins University and Hospital.

The university was opened in 1876, and now stands among the very first institutions of our country. Most of its students are graduates of other colleges, some from Harvard, some from Yale, and others from Japan, France, Germany and England.

George Peabody was even more generous in his gifts to education than was Mr. Hopkins. He gave three million dollars for education

in the South, the same amount to the poor in London, and a million and a half each to found Institutes at Harvard, at Yale, and at the city of Baltimore. The sum of all his gifts to education amounts to \$8,500,000.

Mr. Peabody was born at Danvers, Mass, in 1795, and all the opportunity he had to acquire an education was four years spent in a country school. At the age of eleven he was apprenticed to keep a country store, and he remained in that position for four years. He was a fine penman, and his business correspondence was noted for neatness and accuracy. At the age of sixteen Mr. Peabody was entirely dependent upon himself, and had not a dollar in the world. It is said that he once sawed wood for two hours to pay for a night's lodging at a country hotel.

At the age of nineteen Mr. Peabody began business as a wholesale dry goods merchant in Baltimore. His first capital was \$2,000 borrowed money. His promptness and honest dealing at once gained the confidence of the public, and in seven years he had paid all his indebtedness and cleared enough to enable him to establish branch stores at Philadelphia and New York. In 1828 Mr. Peabody began business in London as a broker, and it was in that way that he accumulated his immense fortune. He regarded education as "a debt due from the present to future generations," and how well he discharged that debt cannot be properly estimated by those who are not acquainted with the history of his giving, and the condition of the country at the time the gifts were bestowed.

Like Mr. Hopkins, Mr. Peabody was never married. He died in London in 1869, and was brought back to America and buried at his native town. His funeral was attended by many of the greatest men of our own country and of England.

Mr. Enoch Pratt is another self-made man whom the city of Baltimore delights to honor. He was born in Massachusetts in 1808, and is still living. His history is so nearly like that of Mr. Hopkins and Mr. Peabody that I need not repeat it here. It is the old story of industry, honesty, perseverance and self-reliance.

Mr. Pratt made his money as a commission merchant in Baltimore, and in 1882 he showed his gratitude to his fellow-citizens by giving to the city more than a million dollars to establish circulating libraries for the public good. There are five of these libraries in the city, one large central building and four branches, and thousands of people visit them every day, and are thus provided with the best of literature.

The life and character of these three men are full of suggestive lessons to young men who are striving to do something and be something

in the world. Of course there are few who can ever hope to do as much as any one of these men did, but every one who will strive as they did cannot fail to win success. Manly effort and true worth are never without their reward.

An apprentice who was working on a cathedral in England gathered up all the bits of glass that were rejected by the other workmen, and made from them the finest window of the whole structure.

The lives of these men contain a lesson for capitalists and men of wealth also. What better can they do than to give at least a part of their wealth for the public good, and thus honor themselves and bestow a blessing upon others? This is what Napoleon understood by immortality.

GRADING THE COUNTRY SCHOOLS.

BY W. C. BARNHART.

This is the important question which is now agitating the teachers and school patrons of Jefferson County. There are counties in this state in which the country schools have been graded for seven or eight years, and in Indiana they were graded in some counties as far back as 1873, being twelve years. Hence, this plan is not a new and untried one, but it has elsewhere stood the test of time, and its examples and feasibilities are loudly praised in these more favored localities.

Now what is good, for instance, for Macon County, certainly must be advantageous to us; and in order to assist in bringing about an understanding of what is desired to be done in this county, a brief description of the plan will be given, together with a statement of its advantages.

The plan, in brief, is to prepare a course of instruction covering the branches taught under the law, and dividing the work of the course into five or six steps or grades, each being about what the average pupil can accomplish in one school year.

The pupils of each school are then to be classified or graded according to their advancement into five or six groups corresponding to the grades of the course of instruction.

Each group is then to be started on the work of its grade as shown in the course, and when that work is completed the class is to be promoted and put upon the work of the grade next higher; and so on from year to year until the course is completed.

Promotions from grade to grade are to be made on examinations by

the teacher, and at the completion of the course a final examination is to be held at some central point in each township by the county superintendent, who will issue diplomas to all who, in his estimation, have completed the course satisfactorily.

A programme of daily recitation is to be made in conformity to the course of instruction upon which each grade is to have its due share of time designated, and this programme is to be used in all schools conforming with the course of instruction, as far as practicable.

A word is in place here as to the disadvantages of the old time ungraded school, some of which may be summarized as follows :

There is a lack of system about nearly all the work attempted to be done ; every pupil determines his own course of instruction, that is, studies only what he likes best and neglects other important subjects ; branches in which pupils need the assistance of the teacher most are generally neglected, for instance, grammar ; no well ordered programme can be made on account of conflicting studies and on account of the multiplicity of classes ; the classes are so numerous that the teacher has not the time for proper instruction on any ; much valuable time is wasted by pupils studying only two, or perhaps three branches—for instance, one boy will do nothing but read and study arithmetic. The lack of system throughout the whole work begets a lack of system in the character of the pupil, and habits of economy and industry as to time are not learned ; when pupils arrive at manhood they have only a patchwork education, even on the elementary branches.

On the other hand, in a graded school the reverse of all this is true. There is system and order in the work, and hence there is a systematic development of the mind—that is, stronger mental power is obtained, the studies having been pursued according to the pupil's development and proficiency ; the teacher has time to be an instructor in fact, because the number of classes has been reduced, when pupils find that they must understand the work of one grade before they are permitted to enter upon that of the next, they become punctual and regular in their attendance and attentive in their studies ; it creates emulation because there is a standard by which pupils can measure their own knowledge and that of their fellow pupils ; pupils become interested because they have a means of noting their progress ; each pupil secures every part of the education which the law contemplates he shall have ; it saves several years of school life, as by the graded plan a pupil at 15 has usually accomplished as much as those of 18 or 19 who have been working by the ungraded plan ; the pupil is not always compelled to turn back and begin at the beginning of the book at the opening of each term ; pupils who cannot complete the course feel that

they can at least finish the work of several grades ; it creates emulation between the schools of different districts ; when pupils remove from one district to another they are readily classified as they were in the district from which they removed ; the public funds are expended to a better advantage, more and better results being secured for the same money ; a teacher upon entering a new school can tell just what classes await him and what the standing of each pupil is ; the teacher knows what work his predecessor has done ; it makes a teacher work up on those branches upon which he is weak ; it checks a tendency to dwell upon certain hobbies of the teacher ; inferior teachers may be detected by their not working their schools up to the mark, and they may thus be weeded out ; a better class of teachers will be in demand ; it tends to lengthen the term of school, thus benefitting patrons more and making the teacher's occupation more stable ; patrons can understand what progress their children are making ; school directors can obtain a correct knowledge of the workings of the school ; it gives the county superintendent an opportunity to know the exact standing of each school when he is making his annual visits ; as the majority of country teachers must come from the country schools, their education will be more systematic and perfect than that which many teachers now possess ; when the work is farther divided into monthly parts, as it should be, it gives teachers an opportunity to meet once each month to discuss the methods of presenting the work which is to be done the following month ; the county superintendent, in his final examination of those who have completed the course, can readily determine who of these pupils are fitted for teachers, and that knowledge will be of aid to him in discriminating at his teachers' examinations ; the arrangement of a program of daily recitation in accordance with the work of the five or six grades, so that full and just time will be given to each grade and recitation, now becomes an easy matter ; by following such program strictly the smaller pupils will not be put off with a few minutes while a few of the larger ones are allowed to consume almost the entire attention of the teacher.

These are some of the points in favor of the system, which occur to the writer, and all are, we believe, pertinent, even if not logically arranged. There is neither time nor space for the argument of all or many of these, but it is hoped that the majority are self-evident, at least to the intelligent teacher.

Several years ago, the State superintendent issued a general outline of a course of instruction suitable for country schools, and more recently the same has been re-affirmed by the present State superintendent, and has been sent out for general distribution to those interested.

County Superintendent Williams has put one of these circulars into the hands of every teacher in the county with instructions to make it the basis of the work for this winter.

If this is followed this year, it will be an easy matter next year to make the schools conform with a more complete outline, which is to be prepared in the mean-time.

Teachers, school officers, and patrons of our country schools are earnestly requested to give this subject careful attention. It is for their mutual good; and the county superintendent should be heartily supported in his efforts to secure this much needed improvement, and especially so since the expensiveness of the schools will not be materially increased by the adoption of the plan.—*Our Count. and Vil. Sch.*

WAYS AND MEANS OF TEACHING LANGUAGE.

BY ANNA B. BADLAM.

A visitor asked the question, the other day, "How much do these children study?" At first the question seemed absurd, considering that the children are only on the second year's work; and I answered, "*None at all*, if you mean by studying, taking a book and committing to memory the text of any lesson; a *great deal*, if you mean by studying, the concentrating the thought upon any subject. For instance, I would not think of giving these children a spelling lesson to study, in the ordinary sense; yet I do believe that they must gain the power of giving undivided attention and undisturbed thought to any subject."

I have been thinking over the matter since, in order to discover just what exercises are helpful in giving the children this power, and I find that there are many that can but discipline their young minds. The habit of looking through the sentence in reading before reading aloud, which is one taught the child in the earliest stages of his school-life, is perhaps the first step in the direction of quiet study. The building of words, where the child is told to *think* the *sounds* and thus discover the *word* they form, must strengthen this same habit of quiet study. While certainly the varied lessons in number, where the attention of the whole class is directed to the different groupings employed to make any number, as 9, must all lead to the same result. The children will be *unconscious* of any *study* of the subject, as their little minds are carefully guided by the teacher; yet the *habit* is forming.

As a step beyond this, when we would bring *memory* to our aid,

any simple exercise may serve the purpose. For instance, the little slips with a single word written on each may be given to the children, who are told to put the words into sentences (that they may be used correctly); to notice the letters used to form the words, and then, with the slips turned face downward, to spell the words. For this year's class, as a step in advance, I have written two or more words on a slip. These words consist in some instances of opposite terms, as,—

fresh	thick	deep	rough
stale	thin	shallow	smooth

Of the present and past tenses of verbs, as,—

came	blow	read
come	blew	read
think	catch	throw
thought	caught	threw

Of words pronounced alike, but of different meaning, as,—

their	blue	knew
there	blew	new
pail	pane	hear
pale	pain	here

These words give an excellent language-lesson, fixing the correct use of such words as *catch* and *caught*, *throw* and *threw*, naturally and permanently, while the correct spelling of the words is aided *first* by the eye, *second* by memory.—*American teacher.*

SYNTHETICAL ARITHMETIC.

This may truly be said to be an analytical age; and perhaps during the past ten years in no subject in our public school course has analysis been more extensively, or more profitably utilized than in arithmetic. Recently teachers have discovered that *synthesis* can be used with advantage in teaching lessons in language, drawing, penmanship, etc., but seem to have ignored the fact that it can be applied with equal advantage to arithmetic.

As an example, suppose the teacher of an infant class, after having taught a lesson in "Decimal Notation," sends the pupils to their seats or to a table with a few bundles of small sticks or toothpicks to "make numbers" by tying them into bundles of ten each. He finds one has three bundles and two remaining, or the number 32; another has two bundles and seven remaining, or 27, etc. This teacher has succeeded

in teaching an elementary, but very profitable and interesting lesson in synthetical arithmetic.

Again, he gives the following to a second or third class, and mark the variety of problems that will be presented :

Mrs. Jones took to the store some butter and eggs, and bought print and perhaps other articles with the proceeds.

We shall find results something as follows :

Mrs. Jones sold 15 lbs. butter @ 18c. a lb. and 12 doz. eggs @ 15c. a doz., and invested the whole in print @ 15c. a yard. How many yards did she get?

Or,

Mrs. Jones sold 15 lbs. butter @ 20c. a lb. and 10 doz. eggs @ 12c. a doz. ; with the proceeds she bought 6 yds. print @ 15c. a yard, and took the remainder in sugar at 10c. a lb. How many lbs. sugar did she get?

A change from the regular arithmetic work occasionally to an exercise like this will be found to interest pupils very much ; besides, it will cultivate their *imagination*, and will be a material aid in language or composition.

I should continue this in fourth and fifth classes, but for these I recommend it as an exercise for "home work ;" for example, I would ask pupils to form problems from the following :

In a bag there are a number of guineas, — times as many sovereigns, — times as many shillings. The bag contains £——.

Or,

A, B and C can do a work in — days, A can do it in — days, B in — days.

I would ask each member of the class to bring as great a variety of problems to this last as possible. Probably the first problem would be to find the time C would require to do the work. Then how much longer would C require than A and B together? If A worked at it 5 days, and B 7 days, how long would C require to finish it? etc., etc.

This may be followed up in any part of arithmetical work, such as carpeting, plastering, or papering rooms, percentage, discount, etc. ; for example, let the pupils of a fifth class form problems involving the principle, that the difference between the interest and the discount is the interest on the discount, etc.

It may be argued that pupils might copy their problems from some mathematical work, but a wide-awake teacher will very readily distinguish between an original problem and a copied one.

I have found that a pupil who has succeeded in forming an intelligent problem, involving a certain principle, generally understands that principle ; if it be not very clear to him at first beginning, it will be much clearer to him when he has finished his problem.—*Thos. Hammond, in Canada Educational Weekly.*

NOTES AND QUERIES.

A BUCKEYE IN CALIFORNIA.

Dear Editor :—Though temporarily absent, I am deeply interested in the educational doings of Ohio. I cannot do without the MONTHLY. The interests of Ohio teachers are my interests, and what is being done for the cause of education in my native State concerns me just as much, or even more, than when I was one of her teachers. My observation among the much lauded schools of the Golden State has not lowered my estimate of Ohio schools; and I entertain the hope that my wife's health will soon be so far restored as to permit my re-enlistment in the ranks of Ohio teachers.

I have engaged to teach next year on one of the foot-hills of the Sierra Nevadas, in full view of the Coast Range and Butte Mountains, the Sacramento River, Valley and City. I shall take up quarters there for nine months. I cannot tell how I shall like my work, as it will be my first in this State. If beauty of surroundings has anything to do with making work light and pleasant, I certainly shall have a pleasant year's work. But, while nature has done so much to beautify that locality, art has been remarkably tardy, for there is a very poor school-house, and many other conveniences are wanting. I must say that the real comfortable school-house of these mountain districts is a thing of the future. Since the house and other modern conveniences are wanting, it behooves the people of California to look to their teachers to give character to their schools.

Brother Findley, what I am about to say is confidential, of course to Ohio teachers, for it would not do to tell a Californian this: If California is a sample, I think very little of county superintendency. As it is done here, the work of county supervision is very little better than none. The Ohio idea of township supervision is the true one, and at that let the teachers work until they win the day. The experiments already made in this direction are rapidly converting the people.

W. V. BAILEY.

Auburn, Placer County, Cal.

ANOTHER BUCKEYE IN DAKOTA.

Dear Editor :—I have frequent inquiries like the following:

1. Is not all, or nearly all the good land in Dakota, east of the Missouri River, already taken up?
2. How near to Hoskins, McIntosh Co., Dakota, can government land be located or obtained?
3. At what rates can good land, in the vicinity of Hoskins, county

seat of McIntosh Co., be purchased, either from the government, or from individuals?

4. What are the prospects for railroads in the county, and through the County Seat?

5. What railroads from Chicago are most direct, and offer the best inducements to travelers? etc., etc.

Allow me to answer these questions in brief, through the columns of the MONTHLY, as the articles published last year have given rise to most of them.

1. There are thousands, and perhaps millions of acres of as good land as the best in Michigan, Indiana, Ohio, or the East, yet unoccupied, east of the Missouri river, in Dakota. This, of course, is not so good for all purposes as the lands referred to in the East.

2. Good farming and grazing lands can yet be had at government rates, \$1.25 per acre, six month's occupancy, with some improvements; or it can be "homesteaded," costing \$14 for filing, \$10 for locating, papers, etc., and five years continuous residence. In case of "soldier's homestead," the time spent in service is deducted from the five years.

3. Good land in the vicinity of Hoskins can be purchased from private individuals for from \$3 to \$5 per acre, at the present time. When the railroad is finished, it will be double these figures. Government lands can also be purchased at the government rates, from four to twelve miles from the county seat.

4. Two railroads have been surveyed through the county, one directly through Hoskins, one or both of which will be completed within a year, or eighteen months.

5. The Chicago, Milwaukee & St. Paul railway gives reduced rates from Chicago direct to Ellendale, a distance of 745 miles, within 45 miles of Hoskins. In fact, this railway will sell tickets for the entire distance, including the 45 miles staging, which latter can be made in less than one day, good for 40 days, with stop-off privileges, 790 miles and return, for about \$20.

In a word, this is the great route to this part of the *Great West*, one of the richest and healthiest parts of our *Great Country*. It is now fairly open for the surplus populations of the East and South, and this population is almost phenomenal here, in its rapid increase. McIntosh County, that two years ago did not number 200 inhabitants, now numbers nearly 2,000, with a weekly increase of from 10 to 50. One land office alone in Hoskins, Messrs. Wishek & Lilly, has filed as many as 130 claims in one week, with a weekly average of about 15 for the season. Now, in August and September, is the time to make

filings, or to locate claims, so that parties can return in the Spring and commence improvement.

I want to say to teachers that our schools are starting up here in the most approved manner. County supervision and the township system of districts, as a measure, is a success here, and we intend to keep it that way. And to teachers and others desiring homes—and I know none among all the good people of the East more deserving of homes than tired teachers—the government, according to the present rate of vetoes, is not likely to grant them pensions soon—I want to say that this beautiful Northwest offers them homes on the easiest terms, and the soil and climate seem admirably adapted to their needs.

For the over-worked teacher, mechanic, farmer, or laborer of any kind, I know of no place that offers such speedy relief. The climate and soil conspire to remedy the ills incident to over-crowded cities, and to over-worked bodies and brains. A summer trip to this magical land will convince any one. Try it.

JOHN OGDEN.

Hoskins, Dak.

PARTICIPLE OR INFINITIVE?

There is a phase of the passive infinitive which is usually confounded with the participle by even good grammarians.

Very few writers on grammar even allude to it, in fact I recall but one, Simon Kerl, one of the acutest dissectors of our vernacular, and he hardly more than hints at the discrimination in the one sentence: "Let us have some of these clams *cooked* for supper."

Undoubtedly it is a fine line that separates the infinitive from the participle in such cases, but undoubtedly such a line exists, and the power to perceive it is a test of grammatical acumen.

Take this sentence as an illustration: "I saw a man *scalped* by the Indians." Now, is "scalped" an infinitive, or is it a participle? That depends. As it stands, no one can answer; but if, by the context or otherwise, one may learn that I saw the *act of scalping* performed, and that I narrate it in these quoted words, then it must be an infinitive; but if I merely wish to say that I saw a man upon whom the act had been performed, *then* it becomes a participle.

By way of argument, if argument be necessary to establish a fact so patent, we have but to throw the sentence into the active form: "I saw the Indians *scalp* a man." The most obtuse must perceive and admit that "scalp" is the active infinitive.

It would subserve no useful purpose to multiply instances in support and illustration of this construction, were it not for the fact that the

overwhelming majority of teachers are wholly incapable of analyzing and discriminating this form.

"John will see the work *done*." Do you say "done" is a participle? Well, then you are manifestly wrong; it is that same passive infinitive. Proof: Passive form, "John will see the work *done* [by them]." Active form, "John will see [them] *do* the work." ("To" in the active, and "to be" in the passive, are frequently omitted.)

"Let's have the cat *killed*." "I have heard it *said*." "But as he hath herd *seyd*, or founde it writen." (Chaucer's *Legende of Goode Women*, v. 8 of Prologue.)

The first line contains an example of the active infinitive used in a passive sense:

"A thousand tymes I have herde *telle*."

This archaism is still prevalent in the speech of the illiterate, but would (unjustly) be considered a vulgarism among the educated.

LLOYD WYMAN, County Examiner.

Lake Co., Ohio.

NOMINATIVE OR ABSOLUTE, WHICH?

In Mr. Crosier's quotation from Greene's [Green's, *hic*] *Elements*. "To be a *thief* is strange." Thief, I regret to say, is *not* in the nominative after *to be*, nor is it nominative at all,—it is used absolutely. *To be a thief* is the subject of the proposition, and of course in its entirety is nominative.

2. *Writer* is in absolute case, also.

"Being a *scholar* is not being an *idler*."

Scholar and *idler* are as purely absolute as it is possible to conceive; not *nominative* absolute.

4. His desire to be a *teacher* is now gratified." *Teacher* in the nominative? O certainly not! *Desire* is nominative, and if *to be a teacher* were a substantive phrase, in apposition with *desire*, then *teacher* might be (but not necessarily) in the nominative thereby; but *to be a teacher* modifies *desire* adjectively, *teacher* being used absolutely with the infinitive *to be*.

LLOYD WYMAN.

QUERIES ANSWERED.

Q. I, p. 333.—*Power*, a spirit, a divinity; noun, nom. in the pred. with "is."

R. H. DODDS.

Scioto, O.

Power, probably predicate nominative, by apposition with *hour*. The context may indicate that it is not in apposition, but in any case it is pred. nom.

L. W.

Q. 2, p. 333.—(a) "Fire" is a noun, obj. case, object of "catches." Does the grass catch the fire, or does the fire catch the grass?

(b) It, without [having] the inspiration (of the sibyl), has all the contortions of the sibyl. "Without" is a preposition, and shows the relation of the participial noun "having," understood, to "it."

(c) "Low" is a predicate adjective, and belongs to "home."

RICHARD F. BEAUSAY.

Idiomatic,—*fire*, object of *catches*. *Without* is a preposition; *low* is an adverb of *place*.

LLOYD WYMAN.

(a) *Fire*, noun, obj. case, obj. of tr. verb "catches."

(b) *Without*, prep., shows relation of "inspiration" to "contortions."

(c) *Low*, adv. of place, modifies "lay." J. A. OURSLER.

Q. 3, p. 333.—Suppose \$100 to be the value of the shipment. \$100 — 10 percent of \$100, = \$90, remainder. \$100 + 20 percent of \$100 = \$120, selling price. \$120 — \$90 = \$30, amt. of profit on \$90. \$30 = 33⅓ percent of \$90. ∴ The remainder must be sold at 33⅓ percent above cost.

A. W. F.

R. H. Dodds, J. W. Pfeiffer, Richard F. Beausay, J. A. Oursler, and A. N. Symmes get the same result as above.

Q. 4, p. 334.—By a careful study of the problem, we discover the following principle: If two straight lines be drawn perpendicular to the extremities of a variable straight line, and lines be drawn connecting the top of each perpendicular with the foot of the other, the distance between the points of intersection of these lines and the variable straight line will be constant. If the distance between the trees be 1, 2, 3, or any number of feet, the ropes will cross 24 feet above the ground.

J. W. PFEIFFER.

A diagram and demonstration accompanied the above, which we can not conveniently print.—ED.

(4) Let b = distance between base of posts, a = height of longer post, and h = the height of shorter, and x = the distance from point of intersection of hypotenuses to base (b .)

$\sqrt{a^2 + b^2}$ = length of longer rope, and (2) $\sqrt{h^2 + b^2}$ = length of shorter. By similar triangles, the distance from intersection of ropes to base of shorter post is (3) $\frac{x \sqrt{a^2 + b^2}}{a}$ and to base of

longer post is (4) $\frac{x \sqrt{h^2 + b^2}}{h}$. The segment of base adjacent a is

$$(5) \left(\frac{x^2(a^2 + b^2)}{a^2} - x^2 \right)^{\frac{1}{2}} = \frac{bx}{a}, \text{ and segment of base adjacent } b \text{ is } (6)$$

$$\left(\frac{x^2(h^2 + b^2)}{h^2} - x^2 \right)^{\frac{1}{2}} = \frac{bx}{h}. \text{ Therefore, } (7) \frac{bx}{a} + \frac{bx}{h} = b.$$

$$(8) x = \frac{ah}{a+h}. \quad a = 60, h = 40; \text{ hence, } x = 24.$$

J. A. OURSLER.

Q. 5, p. 334.—Given $\sqrt[4]{136+x} + \sqrt[4]{136-x} = 6$, to find x .

Raising both members to the fourth power and adding $2\sqrt[4]{(18498-x^2)^2}$ to each side of the resulting equation, we have $\sqrt[4]{(18,496-x^2)^2} - 72\sqrt[4]{18496-x^2} = -512$. We now observe that this is a quadratic equation. Completing the square and extracting square root, we have $\sqrt[4]{18,496-x^2} = -8$. Raising to the fourth power and transposing, $x^2 = 14,400$; hence, $x = 120$.

J. W. PFEIFFER.

Thos. F. Mitchell, of Mount Pleasant, Ohio, gets the same result by a different solution.

QUERIES.

1. Are the following terms correctly defined in White's Arithmetic: *Percent, percentage, rate, and rate percent*? How should they be defined? J. D. S.

2. Is it wise to substitute U. S. History in the reading classes for the Fifth or Sixth Reader? J. A. O.

3. Is there a periodical published in the English language in phonetic characters? Are there any school readers printed in phonetic alphabet? J. A. O.

4. A has a field 50 rd. long, and 40 rd. wide; he plows around the whole field; how wide was the part plowed, if he plowed one-fourth of the field? W. H. S.

5. A man has three circular fields, each containing one acre, and so situated that each joins both the others. What is the area of the three-cornered tract contained between the three fields? C. F. P.

6. She lived a *queen*. The crime of *being* a young *man*, I will not try to deny. Parse italicized words. W. H. S.

7. He is said *to be* a Persian. I seem *to have been* only *like* a boy. Dispose of words in italics. S.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

Why do not the women who are engaged in teaching organize and conduct educational associations for the comparison of ideas among themselves? They seldom take part in the discussions of teachers' meetings as now carried on, and yet their views and opinions are as valuable as those of their brethren, and their skill in expression often exceeds that of the men. A Woman's Association of Teachers would do worlds of good. There should be also, a Woman's Educational Magazine. V.

President Ross's Inaugural Address at Chautauqua, dwelt, with great force and clearness, on the importance of health as a basis of education. No doubt he is right. The trembling hand, the aching head, the vicious temper, can be traced to indigestion and imperfect nutrition. Many a student fails to pass his examination because his stomach fails to stand by his brain, at the critical time. A cloud comes over the mind, when one's dinner ferments in the stomach. Let us have rules for training the digestive apparatus. V.

A writer in *The Citizen* maintains that education should not merely be compulsory, but it should continue such a term of years as will enable the state, besides arousing the ambition and mental faculties, to impress upon the future citizen reverence for law and order, respect for the rights of others, joined with correct ideas of our government and of the duties of citizenship, without which our republic is doomed. No function of the state, save that of administering justice, is more important than the education of its citizens. Education may not directly prevent crime, but it may elevate industrially, and train for citizenship. Considered in this light, the argument for compulsory education becomes irrefutable. It is the only way of securing for the masses that civic and industrial training so essential to the perpetuity of our free institutions.

These are important considerations, but something more is needed. The springs of conduct must be purified. The moral sense must be cultivated. Nothing else will so certainly insure the perpetuity of our free institutions as to train all our youth to fear God and keep his commandments.

The proprieties of the pulpit may require unbroken solemnity on the part of preachers, and, perhaps Beecher and Sam Jones are to blame for too much joking; but is there any good reason why the school-master's face should be forever long? There are teachers who seem to disprove the definition that man is an animal who laughs. If cheerfulness is next to godliness, the uncheerful person must be the opposite. A sour, crabbed, kill-joy is out of place among children. Those dignified pedagogs who affect the "vinegar aspect," as a sign of professional decorum should put into their libraries the works of Artemus Ward, Mark Twain, and that most dainty humorist, John Phoenix.

V.

It is not good policy to spend sparingly or grudgingly in matters of education. Get the best and pay a fair price for it is the true policy. The teacher of good sense, who knows his trade, who is skilled in his art, and who puts mind and heart and soul into his work, is cheap at almost any price; but the routine teacher, the mere lesson-grinder, whose chief interest in his work is the pittance it brings him, is a very expensive article at the lowest price. What are a few dollars in the balance with good character and a true life? If the stream of money which pours into the till of the tobacconist and the saloon keeper could be turned to the uses of right education, we might hope soon to see the dawn of the millennium.

Perhaps the most useful part of the contents of a medical journal is that which consists of accurate reports of cases treated, detailing the whole history of the practitioner's dealing with his patient, and the results, whether good or bad. Might not the teachers' profession gain much by introducing into educational periodicals some such method of recording actual experiences with individual pupils in the school room? The writer has often thought that great benefit would arise to teachers from *comparing cases*, especially in the treatment of incorrigible pupils. The pedagogic art, like other arts, is based upon the knowledge of facts. We suggest that some progressive journal start a department of Recorded Cases of Educational Treatment.

V.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
WASHINGTON, D. C., Aug. 6th, 1886. }

Dear Editor:—My resignation offered last Fall on account of breaking health has just been accepted and I am permitted to-day to announce that Hon. N. H. R. Dawson of Selma, Ala., will immediately assume the duties of Commissioner of this Office.

Thanking you and all friends of education for the aid so fully extended to me, I desire to ask for my successor the heartiest co-operation.

The supreme task before him can be accomplished only by the hearty aid of American educators.

Very sincerely,

Your obedient servant,

JOHN EATON,
Commissioner.

"If man is to be educated physically and intellectually because he has a physical and an intellectual nature, why should he not be educated and trained morally and spiritually because he has a moral and spiritual nature?"

This very pointed question is found in the address of ex-President Hopkins, of Williams College, on the fiftieth anniversary of his election. It is a question for every educator to ponder, and every parent and citizen as well. Why educate any part of our human nature to the neglect and dwarfing of any other part? And especially, why bestow so much pains on the inferior faculties, while we ignore the higher and nobler powers. And, to press the matter a little further, why may the state undertake to make good citizens by means which alone do not and cannot accomplish the purpose, while she is restrained from the use of the most efficient means to the end desired?

These are questions which must be answered. Purely physical and intellectual education as a means of renovating and preserving society has been weighed in the balance and found wanting. Experience and reason both teach the necessity of sound moral and spiritual training combined with physical and intellectual. If the state can not furnish this moral and spiritual education, let it be so understood, and let other agencies be multiplied speedily.

The Interior, an influential religious newspaper, advocates a return to the academies of one or two generations ago. It says, "They have given to the church most of her fathers. In them conversions often came, and dedication to the ministry. Our high schools have not been doing this work. Neither are they well adapted to prepare youth for college. The state can not give efficient religious education. We must have more academies."

We observe a growing sentiment in this direction in many quarters. One of two things seems probable. Existing high schools will modify their courses of study so as to meet in greater measure the demand for college preparation, or academies will flourish again. We believe it is entirely practicable to harmonize high school and college courses of study, and we believe it will yet be found practicable for public schools to do all in the way of moral and religious training that it is expedient for private academies to do. Nevertheless, if any community is disposed to establish and sustain a good academy, let nothing hinder. If it should even come to pass that better facilities and more and better education result from rivalry between public high schools and private academies, what need to complain? The great apostle of the gentiles rejoiced that the gospel was preached, even though it were of envy, and strife, and contention. Let us rejoice at the education of the masses, even though it be not done in our way. The public free schools are the great means, and are likely so to continue.

MY DEAR MR. FINDLEY:—Our legislators have at last decided that Ohio is to have at least one State Normal School—or rather that the Public Schools of the State are to be properly recognized in its educational institutions. The aim of our trustees is to establish here a department for the special service of teachers that shall be equally high and thorough with the two literary courses already in operation. I am particularly pleased with the idea that we shall

have at least one normal school that shall not be run for the simple purpose of getting together a large number of young people, and getting as much money out of them as possible. The State ought not to stop here, but establish two or three more of the same grade. It seems especially fitting that the oldest college north-west of the Ohio river should likewise be the pioneer institution in elevating the common school work of the State, under the patronage of the State. This applies of course to the work of the country and towns, for I am well aware that some of our cities—perhaps all of them—are doing excellent work for themselves. Commissioner Brown, Supt. Hancock, Representative Matthews, of Gallia, besides some members of our own Faculty, have for months, and even longer, labored to bring about this result. But Senator Welch has perhaps the credit of scoring the first visible success, in that he carried that part of the appropriation bill through the Senate after it had failed in the House, where the appropriation amendment had been introduced by Mr. Matthews. Mr. Welch has had considerable experience in public school work, and was not many years ago superintendent of the Nelsonville schools. He graduated here in '75, and is now serving his second term in the Ohio Senate. He was thirty-six years old when elected the first time. He is now a lawyer and resides in this town. I think we may expect some more good work from him in the same direction. For while he is not one of the kind who make a great noise he generally accomplishes what he sets himself to do. As you are doubtless aware, his name was at first somewhat unpleasantly connected with the Payne bribery. I have reason to believe, however, that investigation has failed to find anything against him, and I have watched the case closely.

Very truly yours,

Athens, Ohio.

CHAS. W. SUPER.

TO MANY FRIENDS:—In this number our good editor kindly permits a few words that are personal. Of all the happy meetings of the Ohio Teacher's Association, this year's was to me the happiest one. The appreciation of my work for the MONTHLY from those so much wiser than myself that their very approbation is a reward so great that I had no words to thank them, is very encouraging.

But to the many young lady teachers whose acquaintance I was so happy to make, who greeted me with the warmth of old friendship at our first meeting, I have a very special word. Your saying that my articles always helped you because I seemed to have gone through all that I wrote about; that you had followed out many of my suggestions, including the one "to come to the Association," made me more and more desirous to be helpful to you. Rest assured that the best that a long and very happy experience has taught me shall still be at your service, though the leisure to express it as I should wish, may not always be mine.

M. W. S.

At Chautauqua we again heard the oft-repeated fallacy, "It is the dull pupil who needs attention: The smart boy will take care of himself." This reminded me of a little story.

An old farmer hired a lubberly boy (because he was cheap) to hoe corn, and instructed him to "thin out" to four stalks all hills containing more than that

number. The boy went to his task. Toward noon the farmer visited the field to note progress, and arrived in time to witness the "thinning out" process. The cheap boy had invariably pulled out the largest and most vigorous stalks when "thinning" was necessary. When indignantly asked to state why he did so absurd a thing, he replied that it was to give the little ones a chance.

If any human mind needs careful watching and pains-taking training, it is the active, keen, alert, rapidly-developing mind of the "smart" boy. Let him "take care of himself," and when it is too late it may be discovered that, from want of proper guidance, his "smartness" is a curse to himself and to the world. The smart pupil is morally and legally entitled to his just proportion of a teacher's time and attention, and ought to have it, and no more. He should not be sacrificed to the supposed needs of the dull pupil. Give the smart boy a chance.

P.

NOTES ON THE NATIONAL EDUCATIONAL ASSOCIATION.

Topeka, Kansas, is an enterprising, hospitable city; and, in the main, the numerous delegates to the National Educational Association were well entertained. If one considers the wonderful amount of work that it requires to find comfortable lodging and reasonably good fare for five or six thousand persons, in a city the size of Topeka, he will be disposed to be charitable, even if deprived of some of the luxuries of home, or of the service of a large, high-priced hotel. But one can scarcely help questioning the wisdom of taking an Association, whose meetings should be of the utmost importance, at such a season of the year (July 9-16) to a city which could not reasonably be expected to be anything else than very warm. Perhaps the intelligence has already reached you that Topeka fully realized this expectation. The objection has been urged against the holding of educational gatherings at summer resorts, that outside attractions draw teachers from the meetings. The heat of cities certainly holds them away; and even when it permits their attendance, causes a languid sort of attention not remarkably productive of good. It is true the Grand Opera House, in which the sessions of the General Association were held, was always filled; but a large portion of the audience was composed of teachers who were attending the National Educational Association for the first time. Ohio had a large representation of leading educators in Topeka, but only those whom we might term weatherproof could attend every meeting. When the Buckeyes met, however, it was with a hearty greeting, and often with the exclamation, "If you were compelled to choose between the National and the Ohio Association, you would choose the Ohio, would you not?" A question always answered in the affirmative.

It is estimated that there were seven thousand teachers in Topeka, which would make this educational gathering the largest ever held in America, surpassing the famous Madison Meeting of 1884. But even in such a crowd, some of the leading educators whose presence at its meetings is nearly always taken for granted, were missing. Among them were Dr. W. T. Harris, Dr. Stanley Hall, T. W. Bicknell, A. J. Rickoff, Dr. E. T. Tappan, and others of like dignity and worth.

We cannot speak in detail of the program; but unquestionably Ohio had the honor of furnishing one of the best papers read. It would have been a hard

trial for us had that paper been accredited to Indiana instead of Ohio. Dr. E. E. White's paper upon "Moral Training in the Public Schools" was beautiful in its diction, grand in its thought, sublime in its purpose. The discussion which followed was animated, and exceedingly interesting in the various phases of thought represented. A college president, superintendents from two of our larger cities, an educated, enthusiastic, colored man from Texas, and a country schoolmaster whose costume and rustic manner attracted some attention when he took the platform, participated in the discussion. The last mentioned, in addition to making his point very clear, did it in such an original way that he brought down the house with applause. No less commendable was the prompt manner of closing his speech when the speaker's gavel indicated that his five minutes had expired. Not even "a closing word" was uttered.

The sixth session, devoted to "The Problem of Race Education in the United States," was regarded as one of the most interesting sessions. A great amount of information was interestingly conveyed in "The Education of the Mongolian or Chinese" and in the report made by the Secretary of the Cherokee Board of Education, on the "Results of Education in the Indian Territory."

Ohio, as usual, did herself credit in the five minute speeches of the closing session. Dr. Hancock wittily called attention to the difference between *prepared* impromptu speeches and the genuine article, proving that he was giving us one of the latter. When an unconscious bit of fun caused an outbreak of applause, he told us to go ahead if he had said anything good, for the applause did not embarrass him. When giving an account of after-dinner speeches (they were considerably after dinner) we should not forget the ladies, since those who listened to the speeches at the Ohio reunion, agreed that the best was made by Mrs. Delia Williams.

It was estimated that there were about 200 Ohioans at Topeka. In addition, it seemed that a larger percent of the Kansas teachers came from Ohio than from any other State.

One other important consideration for *Ohio* men remains, namely, the officers. As the list is made from memory only, any one who is omitted is invited to send in his name. Of the two counsellors at large elected, one was Dr. E. E. White. Hon. L. D. Brown was elected one of the counsellors, and Mrs. Delia Williams, one of the vice-presidents of the General Association. In the Department of Superintendence, C. C. Davidson was re-elected Secretary; and in the Department of Elementary Schools, Miss M. W. Sutherland, to the same office. A new department of the Association was formed, but I am not sure what name was given to it. It is to consist of high school and academy teachers.

Topeka served as a good starting point for various vacation journeys, particularly as the railroads furnished many facilities at very reasonable rates. A goodly number of Ohio men and women (make a double interpretation of that word "goodly") were to be found at Manitou and Colorado Springs, Denver, Gunnison, Leadville, and the many points of interest included under those names, while those whose purses were longer went on to Salt Lake City and San Francisco.

A store of fun, information, and of noble impulses stirred by the sight of the beautiful and sublime in nature, was laid up that will furnish delight for a long

time to come. If I dared "tell tales out of school," I should whisper the name of one who hinted of an institute lecture embodying some of his observations and experiences from this summer trip. But at any rate there will be a memory of good times, of manly courtesies, going far to confirm the opinion that "Ohio men are really the best in the world." Smile who may at Buckeye pride.

MARGARET W. SUTHERLAND.

COMMISSIONER EATON'S SUCCESSOR.

After many months of search (?) the President has found the man whom he deems worthy to stand at the head of public education in the United States. Near the close of the session of Congress, he sent to the Senate the name of Nathaniel H. B. Dawson, of Alabama, for U. S. Commissioner of Education, and the Senate confirmed the appointment. There has been very little notice taken of the nomination by the press, and we are obliged to depend on private correspondence for information respecting the new Commissioner. We learn from one of the best posted educators in the South, that Mr. Dawson is "a lawyer and politician, who has never in any way been identified with school work;" that he was "Speaker of the Alabama House of Representatives for four years and was defeated in June last in the State Convention for the nomination for Governor." He adds that the teachers of the South are indignant over the appointment, believing that a competent educator should have been selected. If the facts are as above stated, the President's course will be a disappointment and a surprise to the many educators of the country who believed that he would at least select for this high position some prominent educator in his own party. We can see no reason for ignoring the educators of the United States in this appointment.

The following, intended for the August number, was mislaid and failed to appear:

At Chautauqua, June 30, an association of township superintendents was organized, and the following gentlemen were enrolled as members:

W. W. Donham, Forgey; J. H. Shepherd, Painesville; A. C. Phelps, Hill House; S. P. Merrill, Wickliffe; C. F. Palmer, Dresden; M. Manley, Gallipolis; M. E. Hard, Gallipolis.

The following were elected officers:

W. W. Donham, President; S. P. Merrill, Secretary; J. H. Shepherd, Treas Ex. Committee.—J. H. Shepherd, LeRoy D. Brown, S. P. Merrill.

The following resolutions were passed:

Resolved, That the time and place of the next meeting be fixed by the Executive Committee.

Resolved, That no paper shall be more than 15 minutes in length, as read before any meeting.

Resolved, That "*Methods*" shall be the subject for the next discussion before the association.

It is probable that the next meeting will be held at Columbus, in the holiday vacation, next winter.

S. P. MERRILL, Sec'y.

The *American Kindergarten* gives the following exercise in silent reading for a primer or first reader class:

"Teacher announces with infectious enthusiasm that she is going to tell some one what to do, but will use the chalk instead of her tongue. She looks about for some favored one to be first addressed by the chalk and writes: "Delia, get your hat." Delia silently obeys the silent direction, while the others eagerly watch to see if Delia understands. Teacher looks gleeful and writes: "May, kiss Edith." Edith looks intelligent and purses her mouth for a kiss, but May cannot read, so the teacher reverses the names. Edith promptly responds, and May understands now, and wishes she had been quicker at making out the words. Teacher writes: "Sadie, skip to me." Skip is too hard a word for Sadie, so her name is erased and another substituted. This delightful exercise may be continued the allotted time, and repeated as often as the interest remains fresh."

At a meeting of the Cincinnati Board of Education, held August 16, Dr. Peaslee formally retired from the superintendency of the Cincinnati schools, and Dr. White entered upon the duties of the office.

The President of the board commended the faithfulness and efficiency of Dr. Peaslee's administration, and paid a high compliment to his ability as a public educator.

Dr. Peaslee responded briefly, thanking the President for his complimentary words, expressing great interest in the Cincinnati schools, and strongly commending his successor as one of the ablest educators of the country.

The President then introduced Dr. White, who addressed the board as follows:

In entering on the duties of the office to which I have been elected by your honorable body, I beg indulgence while I make a few statements that seem to be justified by the circumstances. In April, 1885, at the suggestion of the late Dr. John D. Philbrick, of Massachusetts, I addressed a letter to Secretary Lamar, of the Department of the Interior, urging the continuance of General Eaton as U. S. Commissioner of Education. I urged this specially on the ground that his displacement for political reasons would be a mischievous precedent, since it would increase the alarming tendency in some sections of the country to subject educational positions to the control of party politics. The appeal closed in these words: "Whatever may be true of the wisdom of applying civil service principles to all civil offices, there is clearly a most imperative necessity for their application to educational positions. Education, by universal consent and action, should be kept free from the influence of party politics."

Early in May last I sent a communication to the Commercial Gazette, of this city, advocating the re-election of Superintendent Peaslee, and urging the same reason that I had urged the year before in favor of Commissioner Eaton's retention. In this communication I urged as strongly as possible that the office of School Superintendent ought not to be considered a political office, and that no change of Superintendent or teacher should be made for political reasons, and this is my present position. I now believe, as I have believed for years, that the highest interests of public education demand that it be kept free from the control of party politics, and especially that Superintendents and teachers should not be appointed, removed or kept in office for political reasons.

I beg permission to add that I see nothing in my acceptance of the superintendency of the Cincinnati schools that is not in full harmony with this position. When unexpectedly confronted with the duty of accepting or declining the office, I was not called upon to sit in judgement on the motives that had controlled the action of the different members of the Board in the

election, and I certainly was not called upon to determine just why Superintendent Peaslee had not been re-elected. It was clearly my duty to take it for granted that the members of the Board had all acted with reference to what they believed to be the best interests of the schools. It surely was not my duty to assume that the votes given to me were given for political reasons, while those given to Superintendent Peaslee were controlled by other and worthier motives. From my standpoint there seemed to be about as much evidence of political feeling and action on one side as on the other. I did not regard it my duty to sift and weigh this evidence, or even consider it. Above all I did not infer that the votes not given me were withheld for political reasons. Such an inference on my part would have been ridiculous. I was an entire stranger to nearly every member of the Board, and were this otherwise, it would not be strange if the members should doubt my competency to succeed Superintendent Peaslee. The fact is, that my acceptance in no way involved or passed judgment upon the political differences in the Board, whatever they may have been.

I desire also to say that, as I saw it, and still see it, my acceptance in no way determined Superintendent Peaslee's retirement from the office. When I accepted the position his re-election and further candidacy were both out of the question. His retirement from the superintendency of the schools was fully settled, and my acceptance neither affected unfavorably nor passed judgment on the same. My action was entirely consistent with a deep regret for his defeat, which I shared with his friends. I had good reasons for believing that my acceptance would meet the approval of all his friends who believed me competent for the position. I had done my full duty to secure Dr. Peaslee's re-election, and I deem it not too much to claim that no other private citizen did more in his behalf than myself. I am aware that it has been ungenerously charged that there was a secret understanding or arrangement between members of the Board and myself. It must suffice to say that every one who has any personal knowledge of the facts knows that this is unqualifiedly false. The truth is that I was elected in the face of letters—one addressed to the Board and one to Superintendent Peaslee—stating explicitly (as I had stated to every one who approached me on the subject) that I did not desire the position; that I desired Superintendent Peaslee's re-election, and positively refusing consent to the use of my name against his. Not a member of the Board had any assurance from me, or from any one authorized to speak for me, that I would accept the position under any circumstances. The surprise is that I received a single vote, and I confess that the fact of my election under these circumstances had great influence in determining my acceptance. To my mind it seemed not only an unusual honor, but a clear call to duty. My only apology for alluding to these matters at this time and in this presence is the fact that attempts have been made to put my acceptance in a wrong light before the educators of the country. This seems to be the fitting time and place to make answer, once for all, since I speak in the presence of those who have a personal knowledge of the facts.

I may have made a mistake in accepting the position, but my error is not in the directions above considered. I may have put too much confidence in assurances that I would have the approval and hearty co-operation of all officially interested in the management of the schools, conditions essential to satisfactory success; and I may have erred in taking too favorable a view of silence. The near future will determine these things.

In my time I have occupied several important positions, all of which came to me unsought, and two of which I accepted reluctantly, as is true in the present instance; but I have never before accepted a position without ample assurance of confidence, and without a definite understanding respecting my powers and duties. In the present case such prior understanding has seemed impracticable, and so I come to my work and responsibility somewhat in doubt respecting the ground on which I stand.

Nor have I been much helped by a study of the rules of the Board which prescribe the Superintendent's duties. These rules, as I read them, not only hold the Superintendent responsible for results he has not adequate power to

secure, but he is hedged in by numerous provisions. I notice that the most directive of these regulations were adopted as early as 1854, when the city was much smaller than at present, and when school supervision in this country was in its infancy. They require the Superintendent to do personally what, in a city of the size of Cincinnati, he can at best do only superficially, and which competent Principals can do thoroughly.

It seems to me that Cincinnati must have outgrown a system of supervision adapted to a city of less than fifty thousand inhabitants, and that these regulations do not adequately indicate the present powers and duties of the office.

Under the most favorable conditions the supervision of a system of public schools in a great city is an arduous task, beset with peculiar difficulties. The strong tendency of such a system is to rut work and mechanism, and especially is this true in cities where written examinations are largely depended upon as tests of instruction, and where the results of such examinations are made the basis of the promotion of pupils. My worthy predecessors in this office will, I am confident, all bear testimony that it requires the wisest and most effective supervision to keep school instruction out of mechanical ruts. I shall doubtless find the actual instruction in the schools much better than the elementary course of study, which I have recently been studying; but though excellent work has been done, I shall be most agreeably surprised if it be not my first duty to make an earnest effort in the direction of *freer and more rational teaching*, and my next to try to lessen, if possible, the sacrifice of the opportunities and interests of individual pupils to the demands of uniformity and system. I have little hope of success in this great work if I fail to receive the effective support of all interested in the management of these schools.

In view of all the uncertainties of the situation, I desire that it be understood that I enter upon the duties of this office with little, if any, expectation of permanency. This question is submitted to the few coming months to determine, with the assurance that whenever a majority of this Board agree upon a successor I shall be willing and ready to return to private life. However, in entering on the work before me, I shall assume that I am to have the hearty co-operation of all on whom I must rely for support.

EDUCATIONAL INTELLIGENCE.

—The citizens of Carey, O., have just voted \$20,000 for a new school house to be erected at once.

—The Northern Ohio Normal School, Smithville, Wayne Co., starts on its second year Aug. 31, under the principalship of P. C. Palmer.

—The Fulton County institute, held at Wauseon, was very successful. The work was done by Alston Ellis, of Sandusky, and J. W. Zellers, of Findlay. Among the officers for next year, are A. D. Newell, President, and Pauline Knibloe, Secretary.

—The graduates of the Fredericktown high school, from 1871 to 1885 inclusive, held a reunion at the residence of Superintendent Duncan, Aug. 12, in view of his departure for his new field of labor at Bridgeport. A watch and chain figured in the proceedings.

—A good many of the county institutes, this year, have had a "directors' day." Hocking and Tuscarawas Counties invited the directors to spend a day at the institute in the discussion of questions of mutual interest and profit to directors, parents, and teachers.

—"Ex-President Porter on Evolution" is the title of the opening article in the September number of *The Popular Science Monthly*. It is by Mr. W. D.

Le Sueur, already well known as an able writer on the relations of theology and evolution, and is an outspoken review, as entertaining as it is effective, of Dr. Porter's recent address before the Nineteenth Century Club.

—The Fowler & Wells Co., of New York, announce the publication of *The American Kindergarten and Primary Teacher*. As the name implies, it is especially devoted to Kindergarten methods of teaching, but it will be more general than this, and will consider the interests not only of kindergartners, but of primary teachers and parents who have the care and training of young children.

—It is time for Philadelphia to move. An official report, made to the Board of Education, in response to a petition signed by two thousand teachers for an increase of 25 percent in their salaries, states that "San Francisco pays her teachers on an average 89 9 10 percent; Boston, 80 3 5 percent; New York, 37 1-10 percent, and Chicago, 36 4-5 percent more than Philadelphia.

—The commencement exercises of the Attica high school took place Friday evening, June 4th. The graduating class numbered seven. The exercises were said to be the best the school has ever had. The class address was given by Prof. Chas. H. Churchill, of Oberlin College. About eight hundred people were present.

Supt. R. B. Drake enters upon his fourth year as superintendent at Attica.

—The Summit County institute closed a four weeks session Aug. 13. This is the second experiment of a long-term institute in this county, and it was voted to pursue the same plan next year. The instructors this year were H. L. Peck, of Barnesville, Miss E. E. Taylor, of Bellaire, and Samuel Findley. Mr. Peck and Miss Taylor did excellent work, calling forth many expressions of appreciation from those in attendance.

—The Warren County Teachers' Institute was held at Morrow, O., commencing August 9 and continuing five days. The instructors were Dr. Aaron Schuyler of Berea and Dr. Alston Ellis of Sandusky, who each gave one evening lecture. Their instruction was of a high order, and at the same time of a most practical and popular character. The good feeling and professional enthusiasm of the teachers were at high tide, and "The Brides of Enderby" would have been rung, had there been at hand the "Boston bells" of 1571. The enrollment was 154.

—The Seneca County institute was held at Republic the week beginning August 16. Instructors, J. W. Knott and Samuel Findley. There was a large attendance and good interest, the enrollment reaching 235. We have seldom met so intelligent and earnest a body of teachers in a county institute. Next year's session will be held at the same place and continue two weeks. The people of Republic took great interest in the proceedings, crowding the town hall for four consecutive evenings. President Palmer's efficient management was recognized by a re-election.

—The following from the *War Eagle Republican*, published at Huntsville, Ark., indicates the way of managing institutes in that State. The Judicial and County Institute will commence at Huntsville, Aug. 23rd, and continue one week. School directors are hereby notified to close their schools on first day of the institute, as Sec. 6236 of the law directs, that their teachers may at-

tend the institute during the week. Every teacher in the county is requested to be present promptly, at nine o'clock A. M., on the first day. All school officers and friends of education invited.

W. E. THOMPSON, State Sup't.

J. H. BOHLEN, County Examiner.

—The Montgomery County institute commenced on the 9th of August and closed on the 20th. The first week was conducted by home talent, and was of a very practical character, the time being mainly devoted to actual school work. The instructors for the second week were Dr. Alston Ellis, of Sandusky, and T. A. Pollock, superintendent of the schools of Miamisburg. Dr. Ellis has done a good work for the teachers of Montgomery County in the past two years. His earnest lucid manner of imparting instruction is not only immediately beneficial, but what is of still more importance, it rouses a spirit of investigation in the minds of his audience. Our State School Commissioner was present during the first day of the institute, and gave an excellent talk on Township Supervision. Hon J. J. Burns added to the interest of the first week by giving a lecture, in his inimitable manner, on the Great West. The county reading circle was reorganized, and arrangements were made for monthly meetings. The afternoon of the last day was spent at the Soldiers' Home, viewing the battle of Gettysburg, now on exhibition at that place. Take it all in all, our institute was a very successful one. W. J. P.

—Mahoning County has closed a very successful institute, with Profs. Treudley, Leonard and Ransom as instructors.

Before adjournment the following resolutions were passed:

WHEREAS, Intelligence and morality are the safeguards of our republic, and

WHEREAS, We must look largely to the public schools for the maintenance and promotion of these two vital elements, and

WHEREAS, We believe that the public schools are not as effective as they should be and may be, therefore, by us, the teachers, directors and friends of education in Mahoning County, be it

Resolved, 1st, That there is need of more thorough system in the public schools, which may be brought about by means of township or county supervision.

2nd, That we recommend a gradual and judicious elevation of the standard of qualifications for teachers.

3rd, That we encourage by all possible means, teachers' institutes and associations, and that we request the county examiners to assist in securing the attendance of teachers at the same.

Copies of these resolutions were ordered to be printed, and also to be presented to Mahoning County's representatives in the Legislature. F. J. R.

—By recent act of the New York Legislature, four classes of persons are entitled to vote at school meetings in that State, as follows:

1. Every person of full age, who is a resident of the district, entitled to hold lands in this State, who either owns or hires real estate in the district liable to taxation for school purposes.

2. Every resident of the district, who is a citizen of the United States, 21 years of age, and who is the parent of a child of school age, provided such a child shall have attended the district school for a period of at least eight weeks within one year preceding.

3. Every resident of the district, who is a citizen of the United States, twenty-one years of age, not being the parent, who shall have permanently residing with him or her a child of school age, which shall have attended the

district school for a period of at least eight weeks within one year preceding.

4. Every resident and citizen of full age, who owns any personal property assessed on the last preceding assessment roll of the town, exceeding fifty dollars in value exclusive of property exempt from execution.

In either of these classes the voter may be male or female. In the second class both father and mother are entitled to vote. In the third class (cases of children residing with others than their parents) the phrase "him or her" in the statute must be held to limit the suffrage to one person only, and that the head of the household. Therefore, where husband and wife living together have such a child residing with them, the wife is not on that account entitled to vote, although she may be for other reasons.

—The Gallia Co. Teachers' Institute was held in Gallipolis, beginning July 26, and ending Aug. 13. Supt. J. L. Schmitz of Chillicothe, Mo., gave instruction during the first two weeks, and Dr. J. Mickleborough of Brooklyn, N. Y., during the third. Prof. J. M. Davis of Rio Grande College assisted in the work of instruction throughout the session. The attendance was small the first week, good the second, very good the third. The attention, interest, and activity of those present were excellent. Supt. Hard and Miss Mary Walter presented and pressed the claims of the OHIO EDUCATIONAL MONTHLY, and it is hoped that they have forwarded a good list of subscribers. The work of the editor as our instructor for the two annual sessions last past was remembered and mentioned with appreciation. One of the results of that work is a more fraternal spirit among the teachers of the county than there had been at times in the past. The members of the association seemed pleased with the manner and quality of the instruction this year. In addition to the regular exercises, Dr. Mickleborough gave a lecture on *Strength, Physical, Intellectual, and Moral*; and Prof. Davis an evening address on *The Relations of Body and Mind*. The annual social reunion was held in the Court House on the evening of Aug. 12th, and the last session of the Institute in the same place. The closing exercises consisted of brief biographies of Whittier, Holmes, and Longfellow, with recitations from their works; the sections led respectively by Ella Olmsted, Mary Walter, and H. A. Brandyberry. Dr. Mickleborough awarded a prize to Ella Olmsted for having solved correctly the greatest number in fifteen test problems in arithmetic. He also gave a prize to W. A. Clark for rapid and accurate calculation. The following officers of the association were elected for next year: J. M. Davis, Pres.; H. A. Brandyberry, V. Pres.; Ella Olmsted, Sec. D.

PERSONAL.

—John Morris, of Camden, will have charge of the schools of Gratis, the coming year.

—C. M. Lear, of Marseilles, has been called to the superintendency of schools at Paulding, Ohio.

—J. J. Whetsel, of Adrian, Ohio, is to have charge of the A Grammar department at Carey, the coming year.

—Miss Mary Walter, of Lincoln, Gallia Co., will teach in the Orphans' Home at Xenia the coming year.

—Willis W. Findley, of Kirkwood, Ill., has been chosen principal of the Salem Academy, Ross Co., Ohio.

—Miss Bertha Dennis, assistant last year in the Martin's Ferry high school, has been promoted to the principalship.

—Geo. B. Lynch has resigned the principalship of schools at Antioch, Ohio, to accept a position at Panora, Iowa.

—Supt. and Mrs. Hard, of Gallipolis, were at Topeka. Mrs. Hard will be Principal of the Gallia Academy the coming year.

—Dr. J. P. Gordy, of Middletown, Conn., has been appointed professor of the Philosophy and History of Education, in Ohio University.

—S. F. Hogue, principal of the Defiance normal school, gave instruction in the institutes of Paulding, Henry, Defiance and Williams counties.

—Mrs. John Ogden leaves Washington City to take charge of the Kindergarten Department of the State Normal School at St. Cloud, Minn.

—W. W. Gist, some years ago in charge of schools at Willoughby, Ohio, is now professor of English literature in Coe College, Cedar Rapids, Iowa.

—Solomon Weimer, of Navarre, and James W. McLane, of Cuyahoga Falls, have been appointed to positions in the Cleveland Central High School.

—L. D. Brown has been nominated by the Democrats for re-election to the office of State School Commissioner. E. T. Tappan is the nominee of the Republicans for the same office.

—The Highland County institute adopted resolutions expressing high appreciation of the services of C. E. McVay as an instructor, and promising a hearty welcome whenever he may return to the county.

—W. D. Gibson, formerly principal of one of the Cincinnati schools, but more recently of Dayton, has been called to the superintendency of schools at Whitewater, Wis.

—In the list of ten-year certificates, in the August number of the MONTHLY, the name of J. L. Hunt was misprinted "H. L. Hunt." Mr. Hunt is principal of the Grammar grades of the Germantown schools.

—A. W. Kennedy, of Hubbard, succeeds Mr. Reed in charge of the schools at Girard, Ohio, and Prof. W. M. Howes, of Scio College, succeeds Mr. Kennedy at Hubbard. Both these gentlemen are teachers of ability and long experience.

—J. J. Allison, for some time principal of the Gallia Academy, at Gallipolis, has been called to the superintendency of the public schools of Huntington, West Virginia. He will have about twenty teachers under his charge. The people of Huntington are fortunate in securing Mr. Allison. We know him to be a man of excellent spirit.

—The failure to receive Mr. Rickoff's address, for publication with the proceedings of the State Association, is accounted for by the fact that, soon after the Chautauqua meeting, he was stricken down with severe sickness. He is now in the mountains in the vicinity of Ashville, North Carolina, where he expects to remain for some months.

—T. J. Mitchell, who was called from Ohio, a few years ago, to the superintendency of schools at Charlotte, N. C., has resigned this position to accept the presidency of the State Normal College at Florence, Alabama. Mr. Mitchell has met with very gratifying success in his work in the South.

—Chas. Hauptert, Superintendent of the Dennison public schools, was recently tendered a position in the faculty of the Heidelberg College, at Tiffin, Ohio, as principal of the Academy and Normal Department, but declined the offer, preferring to remain in the common school work.

—President A. A. Moulton, of Rio Grande College, recently tendered his resignation, after a year's absence in Colorado. The trustees refused to accept his resignation, but granted him leave of absence for another year. We are glad to learn that his health is much improved. Prof. John M. Davis will continue to act as President, with an increase of \$300 in salary.

—William Reece, of Springfield, has been invited to take the superintendency of schools at Great Bend, Kansas. Mr. Reece has been a worker in various departments of the Ohio field for a number of years, and always a staunch supporter of the MONTHLY. The scenes of his labors have been chiefly in Van Wert, Fairfield, Pickaway, Greene, and Clark Counties. He served a term of eleven years as superintendent of schools at Jamestown, Greene Co., and for twelve successive seasons, he was one of the regular instructors in the summer normal school of Xenia College. His last school work was in the Springfield high school. In 1875, he received a life certificate from the Ohio State Board of Examiners, and recently, a certificate as normal institute instructor, from the Kansas State Board of Education.

BOOKS.

The Philosophy of Words. A Popular Introduction to the Science of Language. By Frederic Garlanda, Ph. D. New York: A. Lovell & Co.

The evolution of words is a most interesting study. This book has a chapter on the origin of language, and others on the origin of various classes of words. It seems to be largely a compilation.

Lessons in English. Composition, Grammar, and Rhetoric combined. By W. W. Gist, A. M. Chicago: Geo. Sherwood & Co.

The author of this book, once an Ohio teacher, is now a professor in Coe College, Cedar Rapids, Iowa. Facility in comprehending and skill in using our mother tongue is the end he proposes. In attaining this end, he has avoided the extreme of mere technical grammar on the one hand, and the opposite extreme of attempting to teach composition without a knowledge of well established principles. The plan is excellent, and it is well carried out.

Sheldon's Elementary Arithmetic, just published by Sheldon & Co., New York, is a beautiful book of 200 pages. It contains oral and written exercises, and is beautifully illustrated. Together with the Complete Arithmetic, it forms an excellent practical course for common schools.

First Natural History Reader, by Rev. J. G. Wood, published by the Boston School Supply Company, contains simple lessons for little readers, about cats, dogs, cows, horses, pigs, etc., with beautiful illustrations. A choice book for home reading, or for supplementary reading in school.

Short Studies in English, illustrated, published by A. S. Barnes & Co., New York and Chicago, contains a profusion of picture lessons, exercises in script and print, and simple lessons in grammar. There seems some incongruity in the use of such terms as *correlative conjunction*, *object complement*, etc., in a book containing picture lessons about dolls and kittens; nevertheless, the book is admirable.

Lessons in the Training Schools for Kindergartners. By Elizabeth P. Peabody. Boston: D. C. Heath & Co.

The first lecture, delivered in Boston in 1872, is that which first interested the people of that city in kindergartening. The seven others following were addressed to kindergarten training classes in Boston and other cities. The book is a valuable study for all who have to do with the training of young children.

Elements of Analytical Geometry. By G. A. Wentworth, A. M. Boston: Ginn & Co.

By easy illustrations and examples, and by copious original exercises, the author aims to lead the beginner to a clear comprehension of the connection between a locus and its equation, and to a mastery of the subject.

Selections from the Writings of George Bancroft, with a Biographical Sketch. For High Schools, Colleges, and Reading Circles. By W. W. Gist, Coe College, Iowa. Chicago: Geo. Sherwood & Co.

Twenty-four choice selections, illustrating the great historian's literary style, are contained in ninety pages, bound in limp cloth. Suggestive questions on each selection serve to guide the student in his study. There are also a number of blank pages for notes. Prof. Gist has done an excellent service for literature classes and reading circles.

United States Historical Outlines. For Teachers and Students. By F. Gillum Cromer, Superintendent of Schools, Union City (Ohio side), Ind.

A very excellent classification and arrangement of events and dates, and a great convenience to teachers of U. S. History.

Northend's Memory Selections, published by C. W. Bardeen, Syracuse, N. Y., consists of 36 cards in a neat box, containing 255 choice selections for memorizing.

The New Second Music Reader. Based largely upon C. H. Hohman. Giving First Lessons in Reading Music at Sight, with One and Two-part Exercises and Songs, and Directions to Teachers. By Luther Whiting Mason. Boston: Ginn & Company.

Annual Reports of Dayton Public Schools, for school years 1883-4 and 1884-5. John Hancock and J. J. Burns, Superintendents of Instruction.

Thirty-second Annual Report of the State Superintendent of Public Instruction, State of New York. A. S. Draper, State Superintendent.

Physical Training in American Colleges and Universities. By Edward Mussey Hartwell, Ph. D., M. D., of Johns Hopkins University.

Circular of Information, No 5-1885; Bureau of Education.

Manual Training in Education. By James Vila Blake. Chicago: Charles H. Kerr & Co.

Report of the Superintendent of Public Instruction of the Province of Quebec, for the year 1884-5. Gedeon Ouimet, Superintendent.

Catalogue of the Fostoria Public Schools. 1885-6. William T. Jackson, Superintendent.

Catalogue of Cortland (Ohio) Public Schools. 1885-6. T. H. Bulla, Principal.

The American Bookseller, for July 15, contains a catalogue of educational publications, very full and very valuable, having no less than 6,000 titles. Published by N. R. Monachesi, at No. 10 Spruce St., New York.

The able and rarely entertaining address entitled "American Citizenship" which was delivered by Dr. Herrick Johnson, of Chicago, at the dedication of Albert Lea College, has been handsomely printed in pamphlet form, and is sold at the low price of ten cents, to aid in furnishing the college. Address orders to Mrs. Laura G. Fixen, Albert Lea, Minn.

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DISCIPLINE AS A FACTOR IN THE WORK OF THE SCHOOL-ROOM.

BY DR. J. P. WICKERSHAM.

(Read before the Pennsylvania Teachers' Association.)

The work of a school may be roughly divided into two parts; first, instruction, and second, discipline. Instruction as we are thinking of it, consists in imparting knowledge and in conducting those educational processes which produce intellectual strength and culture. Discipline in the sense now intended includes both those influences which secure order in a school-room and those forces which tend to awaken and develop the moral nature of the young. In the first, the teacher appears as the builder-up of the mind, an instructor; in the second, as an executive officer administering a system of government.

An end of school discipline is order; but this is the least important of its ends, which comprehend in their fullness the high purposes of forming character and shaping life. The custom has been even among the teachers of wide reputation to look upon the discipline of the school rather as a means than as an end. Children in school, they hold, must be orderly or their studies will be interrupted and their progress in learning slow. This view is partially correct, but in our

conception it stops at the very beginning. A child attends school certainly not more to learn reading, writing, arithmetic, and other branches of knowledge, than he does to receive proper moral training. Habits like those of order, obedience, industry, politeness, if they can be acquired at school, and great principles such as honor, honesty, truthfulness, justice, charity, if they can be implanted in the youthful mind, surely outweigh in educational value any amount of what is called learning. And as discipline in school well directed can do much to form moral habits and instill moral principles, it is not only the handmaid and helper of instruction, but has an end of its own quite independent of all others. Instruction seeks food for the intellect, discipline looks to the forces that control the feelings and the will; instruction busies itself in storing the memory with facts, in furnishing the understanding with principles, and in conducting the imagination through fields of beauty, discipline searches out motives, looks down into the human heart to find and master its springs of action, good or bad; instruction is pleased with fine recitations, good examinations, and graduates that stand at the head of their class, discipline demands conduct unexceptionable, character well formed, and a solid foundation of true manhood with which to go forth to meet the future; instruction makes scholars, discipline develops men. In this broad sense I propose to speak of discipline as a factor in the work of the school, supposing that the subject is of peculiar importance in this country at the present time.

As applied in the school-room, discipline assumes several different forms which admit of classification. There is a form which may be called the discipline of force; another, the discipline of tact; third, the discipline of consequences; and a fourth, the discipline of conscience. They differ somewhat in aim, but materially in method. As a whole they cover the subject historically, if not philosophically, and light must be thrown upon the most delicate and difficult work of the school-room by their discussion.

I. *The discipline of force.* If in a school, order alone be aimed at, by far the easiest and most summary way of securing it is by means of force. With the authority he possesses and his superior physical strength, a teacher can readily compel his pupils to sit motionless at their seats. They may not study, but they can be forced to remain still. Under such rule quiet will reign supreme. All disorderly conduct, all mischievous tricks, as well as all childish mirth and thoughtless noise, may be banished from the school-room. The deadening influence can be made to reach the play-ground, and all the exuberance of youthful spirit can be crushed out.

The school committees and school boards of the past, and a few who are not yet buried, have been accustomed to consider ability to keep order in a school as the highest qualification of a teacher. Such as these want a man who can govern a school, master its rough elements, whether he can teach it or not. Their ideal schoolmaster is one who possesses strength and courage, a kind of Hercules. Of that moral power which masters with a look, a shake of the head, or a word of admonition, whose very presence commands obedience, they have no conception. But in fact, to keep a school in order is the lightest of the teacher's tasks. A government of force is easily administered. A policeman with his club ought to be able to keep ten thousand children not only quiet but trembling; a teacher with a rod and ruler certainly should have no difficulty with fifty.

Still, it must be acknowledged that a discipline of force is the time-sanctioned method of governing a school. The school in all ages, whenever and wherever described, reveals to us the rod, the ferule, the ruler, the strap, and other like implements for punishing refractory children. No historic records reach back beyond the time when some form of bodily torture was not resorted to in school to preserve order. The use of the rod was common in the schools of Greece and Rome, and the wise Solomon thought it essential to the right bringing up of children in Judea. An old schoolmaster in Swabia, in a service of fifty-three years, according to his own faithful statement, administered 911,500 canings, 121,000 floggings, 209,000 custodies, 10,200 ear-boxes, 22,700 tasks, 136 tips with the rule, 700 boys to stand on peas, 6,000 to kneel on sharp edged wood, 5,000 to wear the fool's cap, 1,700 to hold the rod—in all, 1,282,036 cases of punishment. "Many a white and tender hand," says a writer in the *Spectator*, speaking of the Eton School, England, "which a fond mother had passionately kissed a thousand and a thousand times, have I seen whipped until it was covered with blood; perhaps for smiling or for going a yard and a-half out of the gate, or for writing an *o* for an *a* or an *a* for an *o*." In this country, whippings and other forms of corporal punishment have been in use almost universally as a means of school government; and even now we hear of cases in which a teacher finds it necessary to use rod or ruler ten or twenty times a day.

Upon an investigation made recently by a school board in one of our most enlightened States, it was found that a teacher in their employ was accustomed to whip his pupils for the following offences, as well as for those of a graver character: whispering, looking off the book, mis-spelling words, not standing in line, not folding arms, making faces, shuffling feet, and throwing paper balls.

It may as well be plainly said that this whole system of corporal punishment and bodily torture as it has been applied in the school-room is for the most part unnecessary, arbitrary, and demoralizing. Order can be secured by its means, but too often at the sacrifice of all that is best and noblest in the nature of a child. It marks a stage of darkness and barbarism in the art of bringing up children out of which we should have long since emerged. And yet the young must be taught to obey—their welfare, their success in life, the well-being of society, depend upon it. A school can not be suffered to run riot. Order, obedience, respect for authority, are lessons much needed by the American people, and must be taught at all hazards in the family and in the school. If to "spare the rod" is to "spoil the child," the rod should not be spared. Better a government of barbarism than no government at all. But to the true teacher no such sad alternative is presented. He may hold in reserve a certain degree of force, but he seldom finds occasion to use it. His school is orderly, his pupils obey him; but it is through love, not fear. He finds the worst that is in the boys yields more readily to the softening influences of kindness than to the hardening influences of punishment. The discipline of force may be necessary to teachers who are less skillful or who move on a lower plane, but to him it seems ill-adapted to its purpose, and often brutalizing in its effect.

2. *The discipline of tact.* That is a discipline of tact which preserves order in a school-room and promotes a healthy moral growth among the pupils by nice management. In contrast with the kind of discipline just spoken of, it substitutes strategy for force. A tidy school-room is a constant monitor. Order in arrangement of the furniture teaches in a most impressive way the lesson of order to the pupils. A world of school-room trouble may be avoided by nice management in seating the children; in calling out and dismissing classes; in opening and closing school; in hearing recitations, in giving help, and assigning lessons. Plenty of work, right in quality and quantity, is a panacea for a multitude of school-room ills. The pent-up mischief of a school may be easily converted into the innocent sports of the playground. Strict impartiality in his administration, on the part of the teacher, a well-balanced sense of justice, skill in his work, willingness to do his duty, and love for children, will in themselves render scoldings and whippings almost unnecessary. If in addition the teacher have that keen insight into human nature which enables him to see the coming evil in embryo before it breaks forth and to guard against it; if he have that rare skill which can discover and direct, when likely to go wrong, the currents of feeling that ebb and flow in the

school-room and constitute its life, he will want little else to make him a happy monarch on a peaceful throne.

But a few examples of the tact which avoids the causes that render so many school-rooms scenes of disorder and hard feeling will serve to illustrate and impress the subject. Two girls sit together in a school and are great friends. But their tongues are set loose, and they cannot resist the temptation to talk, and sometimes they talk loud. The teacher cautions them without effect. Shall he punish them? Thousands of children have been punished for a less offence. Better far to separate them until they amend their ways. A reading class is accustomed to read by turns from head to foot. Shrewdly counting the paragraphs ahead, and marking the place where they must begin reading, the boys at one end of the class talk and play tricks, while those at the other end are engaged in reading. I have seen a whole class punished for this kind of mischief. But how easily the evil is corrected by changing the method and calling upon each one promiscuously. The remedy will prove magical in its effects if the teacher is sure to call upon the first boy whose eyes leave the book. A stubborn girl one day, when told to go to the blackboard and solve a problem, refused outright to do so. She had been accustomed to work her arithmetic on her slate at her seat, and was determined not to conform to this new method of recitation. A teacher without tact would have used force, committed a blunder, made an enemy. But her teacher, knowing her disposition, simply proceeded with the recitation as if nothing had happened and allowed her to keep her seat unnoticed. As the teacher well knew, she could not bear to be left alone—to be ignored, and by the time the next lesson was to be recited she was ready not only to go to the blackboard with the other members of the class, but to apologize to the teacher for her improper conduct.

At a certain academy in Pennsylvania, on Hallowe'en, a wagon belonging to the school was laboriously taken to pieces by some mischievous students, carried to the roof of the building, and after being reconstructed was left astride the apex. Next morning, as may well be supposed, the wagon was the talk of the school and the neighborhood. Hundreds gazed up at the unusual object, and wondered how it could have been got up and how it could be brought down. A convulsion was expected at the morning opening exercises, but the principal looked even more good-natured than usual and said nothing. But with that insight into character for which he was famous he quietly watched the actions of the students during the day, and by evening when the school again assembled he was confident he could name the parties who had taken the most prominent part in the trick that had cre-

ated so much astonishment. So he said in a pleasant way that some ingenious persons had placed his wagon on top of the house, and as he wanted to use it he would like to have help in getting it down. He was sure any of those present would lend a hand. But as a special committee, he would appoint A. B., C. D., E. F., G. H., I. J., naming those who he knew had been most active in the work of the night before. A laugh rippled over the hall, followed by a cheer that nearly shook the building. The principal had a knowing look, but said nothing further. The boys named took off their coats and mounted the roof, and the wagon was soon in its old place under the shed without a break, and all was peace. How admirable the management! How effective the cure!

The principal of a boarding school in the State of Maryland was an adept in raising and fattening pigs as well as in training boys. One season he happened to have an exceedingly large and fine pig which he fed himself, and in looking at and admiring which he spent considerable time. On one of those occasions when the very air seems to breed mischief, the idea came into the heads of certain fun-loving boys among the students to dig a hole in the neighboring field and place the pig in it. How the thing was managed no one has told, but when morning came the pen was empty, and some hundred yards away there was a hole in the ground five or six feet deep, with the professor's favorite pig, dazed as much as a pig can be, at the bottom of it. The whole school visited and revisited the spot during the day, and the wonder continued to grow as to what would be done in the case. When all were assembled in the evening, the professor remarked without the least show of anger that one of his pigs in whose physical growth and intellectual improvement he had taken considerable interest, had been placed by some envious or less-gifted persons at the bottom of a hole in a field near by, as most of them were aware, and he supposed the best thing to do, although he was sorry to do it, was to bury him there. He had therefore provided some shovels and would ask some of the strongest boys to assist him in the work. The shovels were soon in the hands that had handled them before, and the whole school with some outside spectators was quickly drawn to the spot to witness the curious ceremony. The dirt was thrown in rapidly, and still more rapidly; but to the astonishment of most of the lookers-on, the pig readily shook it off and trampled it under his feet. The hole was soon half filled, but the pig was still erect and seemingly without any notion of being buried. In went the dirt faster and faster, but up went the pig with it until his white, fat back began to appear above the surface of the ground, when the whole crowd, begin-

ning to see the joke, broke into laughter and cheers, until the happy porker with a satisfied grunt stepped out on solid ground and marched triumphantly towards his customary sty, where the professor with face wreathed in smiles was already awaiting him with his evening meal.

Between the ordinary treatment of such cases and fine strategy like this, there is as great a contrast as there is between the rude pictures of a comic almanac and the divine creations of a Raphael or an Angelo. Even if the incidents mentioned did not happen just as related, they serve to illustrate the kind of school management which flanks difficulties that are too formidable to be attacked in front, which turns evil to good, which makes one principle of human nature serve as a checkmate to another, which governs by a finer, higher, more effective power than force—tact.

3. *The discipline of consequences.* As in the moral government of the universe, punishment follows wrong-doing as a consequence, so the same principle may be applied in the government of the school. This is what is meant by the discipline of consequences. Without attempting to exhaust the subject or to define its exact limitations, it may be said that God's system of discipline as administered through the laws of nature provides, on one side, that punishment invariably follows wrong-doing, that different degrees of wrong-doing are punished in proportion to their magnitude, that different kinds of wrong-doing have different kinds of punishments, and that all punishment is connected with wrong-doing as effect to cause; and, on the other side, that reward invariably follows right-doing, that different degrees of right-doing are rewarded in proportion to their merit, that different kinds of right-doing have different kinds of reward, and that reward is connected with right-doing as effect to cause.

It certainly cannot be necessary to enter into a lengthy argument to prove the general truth of these propositions. Here at least only brief mention can be made of the ground on which they rest.

We all know that we cannot do wrong without suffering punishment, and if we do right we will receive our reward. Some circumstances in our experience might lead us to question this conclusion, were it not that our reason tells us that a broader experience must verify it. Otherwise, the moral universe would be a chaos and God himself would be unthroned.

If wrong-doing and right-doing are a matter of degrees, the principles of eternal justice require that punishments and rewards should be graded accordingly. Even human laws and human justice recognize and apply this principle.

A man morally bad may be physically strong, healthy, rich or pros-

perous. A pious missionary on his way to introduce Christianity into heathen lands may embark in a leaky ship and be buried in the sea, while pirates in a staunch one incur no danger. The young, the beautiful, the promising sometimes suffer and die, while many who become a curse to society are allowed to live on prospering in their evil ways. The plague does not stop to spare the good man's house that lies in its dreadful path. And yet God is just, much that seems unjust being accounted for by the independent operation of the different kinds of natural laws. Physical laws have their own rewards and punishments; so have moral laws. The former can be obeyed, and the latter can be violated, or the reverse.

All natural punishments and all natural rewards are the effects of causes to which they are linked by chains of adamant. When a physical law is broken the penalty must be paid; obedience to such a law is sure to meet with its reward. If a man eat too much, he will get dyspepsia; if he indulge too freely in strong drink, he will die a drunkard; if he hold his hand to the fire, it will burn; if he jump from a house-top, he may break a limb or lose his life. In the case of broken moral law, the consequences are different, but not less certain. The liar, the slanderer, the hypocrite, the thief, the murderer, in addition to the penalty they are apt to pay to violated human law, carry in their own bosoms the bitter sting that avenges their wrong-doing, or, if too callous to feel it, that hardness is in itself the most terrible of punishments. The prodigal wastes his substance, and must live on husks; the sluggard will not work, and "in harvest has nothing;" the miser gloats over his gold until his soul shrivels up, and the hardened sinner converts his very heart to stone, and dies worse than a brute.

In principle, Nature's discipline of consequences may be introduced into the school-room. Bad conduct may be punished and good conduct rewarded after the manner of what occurs under the Divine order in the world about us. It would be easy at least to substitute for the arbitrary punishments that have disgraced school government in all ages, a system that would go far towards meting out to each offence a natural punishment properly adjusted to it in kind and degree. What is to be thought of the moral effect of that kind of school discipline which whips a child or assigns him some disagreeable task for breaking a pane of glass, upsetting an inkstand, or coming late to school? Is the ruler or rod the proper punishment for a child who loses his book, misses his lesson, talks too loud, or pushes a school-fellow off the end of a bench? Did you ever know an instance in which by any form of bodily torture a lazy boy was made industrious,

a quarrelsome boy peaceable, a mean boy honorable, or a mischievous boy quiet and orderly? The time has come for such a reform in school discipline as will free it from its arbitrary, illogical character and make it better accord with a sense of justice.

But to what extent can a discipline of consequences be applied in the school-room? Is it possible at all in the little world called a school to link together as cause and effect, punishment and offence as is done in the great universe in which we live? The answer is best given by examples. For all injuries to the school property, the natural punishment is its repair. When a boy has replaced the glass broken in a window, removed the cuts or stains from a defaced desk, repaired the palings knocked off from the yard fence, he has done about all that should be required of him. A pupil who has displaced the school furniture or cluttered the school-room floor, has paid the proper penalty when he has restored everything to its former condition. A pupil who plays on his way to school, may be denied the privilege of playing at recess or noon-time. One who idles away his time, and therefore does not know his lessons, may be made to work while his schoolmates are at play in order to learn them. One who disturbs his school-fellows that sit near him, may be assigned a seat by himself. One who is quarrelsome, tyrannical, or selfish on the playground, may be detained in the school-room at play-time or given a recess by himself. The habit of using profane or vulgar language will be soon broken up, if the teacher require any one who indulges in it to remain apart from his school-fellows, lest his example contaminate them. He can say to one who has erred in this way: "You have used bad language and must remain in the school-room here with me while the other children play, for, of course, I cannot suffer innocent boys and girls to hear such words. I am sorry, but it cannot be helped." In the case of open disobedience to the teacher or incorrigibly bad conduct, it may be proper to resort to force, or to dismissal from school. These examples do not cover all cases of school discipline, nor does what has been said exhaust the treatment that may be proper in any one of those mentioned; but as a whole they will serve to exemplify a kind of school discipline infinitely superior to that in use in hundreds of thousands of schools. It is rare indeed that a judicious administration of such a system will not secure order in a school, and what is more important, healthy moral growth among the pupils.

The advantages of a discipline of consequences over a system which involves arbitrary punishments such as whippings, tasks and bodily tortures, are beyond calculation. It is the rule of law in contrast with a rule of passion, caprice or blind volition. Such a discipline enables the

teacher to remove in great measure his personality from his administration. Instead of a monarch governing according to his own will, he becomes a judge passing sentence according to law. He discards all personal feeling in punishing wrong-doers, but as the head of the school, simply sees to it that those who violate the law shall incur the natural consequences of their acts. The discipline of force often leaves behind it a feeling of resentment. Some of us who were brought up under this old regime still feel the sting of the injustice done us ; and it would not be difficult to awaken in our bosoms even now the spirit of revenge we once entertained towards masters who in their way were as arbitrary in their government and as tyrannical as Nero or Caligula. A discipline that makes the government of the school impersonal could not be attended by any such bad results. A discipline of consequences in school prepares the way for a discipline of consequences in life. When a child reaches the age of responsibility he finds himself hedged about by a complicated system of laws. Order must be preserved in society, the state must be governed, and to secure these ends laws must be enacted. To the violation of these laws are affixed penalties designed to be just and to grow naturally out of the offences. Among these penalties are restitution of property, fines, imprisonment, death. The whole system of jurisprudence is, as far as human wisdom can accomplish it, a discipline of consequences. The state establishes and supports the school, and in return the school should train up good citizens. Its discipline therefore should be in accord with that of the state.

God rules the universe, and as far as we can see He rules by laws to which are attached as sanctions rewards and punishments. It is much to be a good citizen living in harmony with the laws of one's country ; it is infinitely more to be a man living in harmony with the laws God Himself has stamped upon the creation. The school like the family should prepare for both, and a great step in this direction is taken when children are accustomed to a kind, considerate, but rigid discipline of consequences.

4. *The discipline of conscience.* From the discipline of consequences some steps higher bring us to the discipline of conscience. A school may be kept in order and made to work by a discipline of force ; the same result with infinitely more satisfaction may be accomplished by management, a discipline of tact ; not less effective in the same way and much more fruitful in moral results is a discipline of consequences wisely administered ; but none of these methods of governing and training the young touch directly the moral nature, or go far towards promoting moral growth. A child may be forced to do right, may be

managed into doing right, or do right in view of the consequences of wrong-doing, and still the fountains of his moral nature from which issue all that affects his higher life, remain uncleansed, unsweetened, a stagnant pool ready to sicken and destroy with its poisonous waters. Conscience is the light God has placed in every human breast to enable us to know right from wrong—a monitor that gives us peace and joy when we have done our duty, and fills us with sorrow and remorse when we have come short of its requirements. Or, in the language of another, “Of the infinite counsels of the Eternal was conscience begotten. The law of conscience founded on the Deity is immutable, and like God himself eternal. What is right to-day ever was and ever will be right; and what is wrong to-day ever was and ever will be wrong.” But the gift as it comes from the Divine hand is only a germ that requires quickening, culture, enlightenment; and the world has no task so delicate and difficult as that of directing its growth. All other education is introductory and may be carried on with comparatively moderate skill—this requires the hand of a master. Rightly conducted at home, in the school, by the church and the state, and the land would be freed from misery and crime, and the lost image of his Maker, after which he was created, would be restored to man.

The discipline of the conscience is the culmination, the fruitage of all kinds of school discipline. Indeed, it is the ultimate end of the school itself and the school life. The boy who receives punishment in school must be made better by it, or the punishment is misapplied if not immoral. The mere suppression of the bad through fear should have as an end no place in school government. The teacher who studies to remove temptation to wrong-doing from the school room to win his pupils to right ways by nice management, to make the whole environment of the school as favorable as possible to the purposes of education, must keep in view as the crowning object of his work the awakening and strengthening of the conscience. So, too, the great lessons to be learned from a discipline of rewards and punishments, the discipline of consequences, is one that concerns the eternal principles of right and wrong. A reward in school as in nature should be the sign and seal and measure of right-doing, and in like manner a punishment should be the sign and seal and measure of wrong-doing. The effect of the whole should be to lift up to a higher plane of life. The center and soul of the work of every properly conducted school is the discipline of conscience. This is the pole to which every needle should point—this the *El Dorado* towards which all efforts and all hopes should be directed. The teacher who knows how to touch and quicken the conscience of the young is a master of the educational art, for in this is involved all else in the line of his profession.

The teacher who would make conscience the guiding principle of school work must enthrone it as the sole arbiter and judge of all conduct. The straight line that runs between right and wrong must be clearly marked, and he who loses sight of it must be made to feel the rebuke that comes from a voice within his own bosom. As educators of the young, we err profoundly in not appealing more constantly, but always reverently, to that inner light which was given by God Himself to every human being wherewith to direct his life. We throw overboard our compass and expect to find our way. We break the rudder of our ship and vainly think we can continue our voyage in safety. We refuse to recognize God's finger-board in the soul or shut our eyes to its directions, and thereby become blind leaders of the blind. We have much to do with the intellects of the children committed to our charge; we make some attempts to direct their feelings; but unable to touch the conscience with our unskillful methods, or wholly ignoring this deeply hidden but most important element of our nature, we are apt to leave them helpless to resist the temptations that beset their pathway, and fill the world with men and women, learned it may be, but without that clear sense of duty which guards the soul from danger, and is necessary to make life truly successful.

That a child may be trained to love virtue and hate vice, no one acquainted with child-nature can doubt. This kind of training, indeed, is the great object of the school. The school is the agent the State uses to make good citizens. But all moral training is mechanical—mere shallow formalism—unless based upon or springing out of an enlightened conscience.

The discipline of conscience, conscience-culture, is the most difficult part of the teacher's art. To conduct the process wisely requires the most profound knowledge of human nature and the rarest skill in using it for the purpose. Where hundreds succeed in other departments of education, only one succeeds in this; for be it well understood, no clumsy hand can touch for good the conscience of a child. It draws back instinctively within itself at the approach of the ungentle, the unsympathetic or the impure. Almost anybody may teach a child how to read, how to write, how to keep accounts; but it requires skill of a much higher order to train him morally in the way he should go; and such training is simply impossible to the rude, the selfish, or immoral. The conscience is the centre of the whole moral life, deeply seated, carefully guarded, highly sensitive, shrinking away at the touch of the profane, the very holy of holies of the soul; and none but a divinely anointed High Priest can enter within its precincts or minister at its altars. An appeal to the conscience of the child must be made

through the conscience of the teacher. This is the only language which it understands, the only voice to which it will respond.

Moral precepts have some place in the discipline of the conscience, but only a subordinate one. They may not reach their mark. They may lie cold in the intellect without moving the feelings or taking deep root in the heart. It is even quite possible for a complete system of ethics, like a complete system of mathematics, to exist as a content of the understanding and the reason, and the conscience remain a Sahara, dry and fruitless. It is examples of virtuous conduct, living acts of right and wrong, that touch the conscience and quicken its life. Nothing stirs the moral nature of the young like the story of men who have upheld the truth, defended the weak, relieved misery and distress, led lives of integrity amid temptation, sacrificed themselves for their country or the common good, suffered death rather than dishonor, or become martyrs to the cause of truth. Let our children go with Florence Nightingale as she ministers to the sick and wounded soldiers; follow John Howard on his errands to dismal dungeons that he may bring a ray of light to the darkened souls of hardened criminals; listen to the brave words of Luther as he faces death before the Imperial Diet at Worms, "Here I stand, I cannot do otherwise, God help me;" or hear the Revolutionary patriot, Joseph Reed, spurn with indignation the proffered bribe—"Poor as I am, Great Britain has not money enough to buy me,"—and their hearts will begin to feel a thrill of moral heroism, and resolves will be made to act a manly, noble part in life. Biography and history may be so taught as to keep the hearts of the learners ever turned upward, and the story of the Man of sorrows speaks as nothing else can to the conscience of the whole world.

The statement must now be made more emphatic that none but a conscientious teacher can administer in a school-room a discipline of conscience. As well might the dead undertake to arouse the dead. No pretense will answer, words will not deceive, hypocrisy will soon be detected; a teacher must love the right and hate the wrong, must have the courage to do right and avoid doing wrong, if he expects to make any progress in the moral training of children. No degree of scholarship, no skill in teaching, no tact in management, will suffice to so perfect the character of a child by quickening his sense of right and wrong, that it will permeate and control his life. For this the teacher needs intrinsic worth, pure as gold. There is a shallow morality, a morality of custom, a morality of form, that may come from a source less pure; but this is not the morality of which we speak, a morality that does right because it is right, because it is in accordance with

God's will and Word and the voice He has implanted in our souls.

The teacher's example, his daily walk and conversation, has a powerful influence upon the young of whom he has the care. We all grow like our ideals. The ideal of a child is the teacher he loves. On his soul is stamped the teacher's image, and the impression deepens day by day. Silently, unconsciously to either party, the teacher's life settles down upon the child's life and moulds it in its own likeness. Without a spoken word, the example of the true teacher is a continuous sermon sinking into the young hearts about him and working marvelous results in forming character and shaping life. The great teachers of the world have not been its famous scholars, but those who by example, by word and deed, were able to influence for good the young of whom they had charge—those at whose magic touch all that is best in human nature is evolved and made ready to serve mankind and to honor God. What rare men were Socrates, Comenius, Pestalozzi, Froebel! Dr. Arnold has done far more for England than Wellington; France could better afford to blot out the history of Napoleon than to lose sight of the work of Fenelon; Germany owes its greatness more to Stein and his schools than to Bismarck and his wars and intrigues; and here at home Horace Mann, the school-master, has left an influence that will long outlast that of Daniel Webster, the statesman.

No excuse need be offered for dwelling at this length upon the character and results of the discipline of conscience as applied in the school-room. The times demand better moral training. Our schools have improved in order and in methods of teaching; but it is a question whether the great art of forming character in school has advanced to-day much beyond the point attained in years long by-gone. Is there not danger that in the working of our huge school systems and our vast school machinery, we are overlooking that individual training which alone can develop the moral nature? Grades and classes may be advantageous for intellectual instruction, but do they not crush the heart with forms rather than quicken it with life? Is not the individuality of the conscience so marked, its structure so delicate, that its tender chords can be struck only by the fingers of love in the quiet communion of teacher and pupil? But whatever the cause of the neglect, the times demand more effective moral training in our schools.

Conscience is sadly wanting in these days in the marts of trade, in store and shop and office. Too few of our mechanics when left to themselves do an honest job for a fair price. Elements of shoddy are apt to be found in the clothes we wear, the houses we build, the furniture we use to make ourselves comfortable. The salesmen in our

mercantile establishments are sometimes tempted and sometimes instructed to misrepresent the goods they handle. Sugars, teas, coffees, spices, are seldom exactly what one pays for. Wines and drugs are systematically adulterated, and deception grows rich by the manufacture and sale of spurious jewelry and articles made to counterfeit gold and silver. The man who is your professing Christian brother and worships with you at church on Sunday, on Monday morning will cheat you in his store, shop or office, without the twinge of a conscience that has grown callous under what he deems the necessities of business. Neighbors try to outwit one another in buying and selling, and sharp practice in making a bargain has come to be reckoned a merit, if not a virtue. Even the church seems to forget that Sunday morality will not answer for all the week, and that no one can be a true Christian who is not honest at all times, in every thought, and word and deed.

Then how common has become the disregard of public trusts. Every day we hear of frauds, embezzlements, and defalcations. Saving funds are robbed by their officers, banks are defrauded by their cashiers and presidents, even the money of widows and orphans is embezzled by those into whose hands trusting friends have placed it for safe keeping. Every penitentiary in the land contains numerous swindlers and defaulters, and if all who have escaped to Canada were brought back the penitentiaries would hardly hold them. The failure of a firm like that of Grant and Ward, in New York, reveals a degree of iniquity that is hardly human—almost devilish. What a consummate villain a man must be to sit down and coolly plan the robbery of trusting friends! Corporations, big and little, all over the land, set traps to entice the money of the unwary, and when obtained, use it to fill the pockets of the few who have planned them for that purpose. If the inside history of the frauds practiced in constructing some of our railroads, the water issued as stock, the unearned dividends declared for purposes of deception, the modes by which the management and their favorites grow rich while those who have in good faith invested their money in what they deemed an honest enterprise see it dissolve in worthless stocks or dishonored bonds, it would be enough to make one conclude that honor and honesty had departed from among men.

But nowhere do deception, falsehood and fraud flourish so luxuriantly as in the domain of politics. Men who in the ordinary affairs of life scorn to do a wrong, will in a political campaign lie and cheat and defraud. The excuse is that the opposite party will do it, and they must be fought with their own weapons. That must be a dull conscience that finds a reason for wrong-doing in the wrong-doing of an-

other. Is a lie any less wicked on election day than at any other time? Is fraud made right because it secures the election of a political friend, or the triumph of the party to which we belong? It is lamentable to what extent our elections have become a matter of money. At every general election votes are bought by tens of thousands. Not long since one of the shrewdest politicians in this country, a man who had served as chairman of the central committee of his party in one of the great States of the American Union, told me that on an average there are ten votes in every election district throughout the country that can be bought for less than three dollars apiece. This awful fact would seem to indicate that our whole system of government is rotting at the core. And yet these corruptible voters have attended our public schools, have for the most part learned to read, write and keep accounts in them; but how terribly neglected has been their moral nature, leaving dead in their bosoms all love of country, all sense of honor, all the high obligations that grow out of a quickened conscience!

Thank God, there is a brighter side to the picture I have drawn. The dark side has been shown for the purpose of calling attention in time to the great necessity of better moral education for the youth of the nation. The Republic is not yet lost. Free institutions have not yet been overthrown. The diseases that afflict our social and political condition have not yet reached the vital parts of the body politic. There is still hope for the suffering patient, and my mission here is to press you most earnestly to make the discipline of your schools a discipline of conscience, in order that the rising generation may be so trained that they will become upright citizens and honest men. Remember that the chief function of the American public school is not to make scholars, but to send forth men and women who will be useful to society, and in whose hands the free institutions established by our fathers may be forever safe. Where all vote, where all participate in the affairs of the government, where every hand is on the helm of the ship of state, universal education becomes imperative, with conscience as a central principle and a guiding light.

That accomplished Englishman, Archdeacon Farrar, in his "Farewell Thoughts to Americans," spoken in Philadelphia a few months ago, said: "America is God's destined heritage, not for tyranny, not for privilege, not for aristocracy, but for the schoolmaster." And I add, not for the schoolmaster as an accomplished scholar or as a skillful instructor, but as a man full-grown morally as well as intellectually, a man whose life is a concrete Gospel, a living system of ethics, whose eye can reach deep down into the hearts of the young committed to

his care, and if he should find, as he will, at least a spark of good in the most unpromising child in them, whose skill can fan it to a flame, and who can so teach that the conscience will come to be recognized as God's highest and best gift to the children of men, and that to deaden it or to violate its dictates is to commit eternal suicide.

GRADED COUNTRY SCHOOLS IN TENNESSEE.

BY D. W. DORMAN.

(Condensed from a paper read before the Tennessee Teachers' Association, August 19, 1886.)

This discussion will take into view only the country and village schools. The cities of Tennessee have in operation public school systems whose thorough organization and efficient supervision are just cause of pride; yet so small a percent of our school population do these schools contain that aside from standing as models, they hardly affect the problem of free school instruction at all. The success or failure of the school system of our State must be measured by its operation in country and village.

The central defect is the want of a systematic organization extending from year to year. No proper classification is made, no examinations are held, no records are kept. The beginning of each new term finds the same chaos that existed in the beginning. Pupils frequently start where they started last year, sometimes they start further back, and sometimes they skip the work of two or three terms and take the last end first. With this sliding forward and sliding backward, it is uncertain when the boy will finish the common school course, in fact, no mortal can tell when he has finished it nor what there is to finish. We talk of our system of schools! We have a system of establishing schools and employing teachers, but just here the system ends; with respect to the internal management of the schools, we have no system. Every country school is as independent of every other country school as if it were the only school on the continent, with the single exception that all alike are forbidden to pass beyond certain branches of study at the public expense.

With the present plan of management, when will the case be better with the country schools? Directors, as a rule, have neither the ability nor the disposition to cope with the problem of organization. Teachers, with rare exceptions, are hardly better fitted for the task. Most of our country teachers are young and without professional training. Many

of them have never been pupils of anything but these same unclassified, tangled, inefficient country schools. To expect each of these teachers to devise and put into operation a well digested graded system for his own school, is equivalent to expecting every spring in Tennessee to rise higher than its source. Nothing short of trained and experienced supervision can accomplish the work.

By a graded school is meant "A school in which the pupils are divided into classes according to their attainments, and in which all the pupils of each class attend to the same branches of study at the same time." In having pupils thus classified there are many advantages, among which may be named a concentration and systematizing of the efforts of teacher and pupils, and the proper alternation of study and recitation. Such a classification implies a carefully devised course of study, the promotion of pupils from grade to grade upon regular examinations, and accurate records of the classification of pupils as determined by the examinations.

The most successful attempt at grading country schools which has come under my notice is that made in Macon County, Illinois, by Supt. John Fraiser, to whom I am indebted for many valuable suggestions. He has prepared for the use of teachers and pupils a manual and guide of over fifty pages, containing the course of study in detail, with ample directions as to organization, methods of teaching, examinations and records. Regular examinations are held in all the schools under his supervision, the questions being prepared by himself. The teachers make regular reports to parents and to the superintendent. Public entertainments are held in each township, at which the successful pupils of the various schools may present exercises, and an address is usually delivered to the pupils and patrons. All the schools of the county are under the personal inspection, direction and inspiration of the superintendent.

The advantages of classification and a graded course of study in country schools are various. They are a great means of inciting pupils to effort. When a pupil finishes the work of a grade, passes the examination, and receives a certificate of promotion, he feels that he has set up a mile-stone on his educational journey. There is a wonderful incentive in realizing that we are making solid progress. Classification and course of study also act as an incentive and guide to the teacher. They fix for him a standard of the quantity and quality of the work to be done. By a uniform course throughout the county, every teacher is brought into comparison and competition with his fellow teachers, and more energetic habits and better methods are the result. The course of study is, in a measure, a protection against indolent teachers

and hobby-riders. It prevents them from neglecting certain branches while they give undue time and attention to some branch for which they have a liking.

A graded course secures the intelligent interest of patrons and the general public. By consulting the printed outline, each patron may know what is taught, and just where his own children rank as to advancement and thoroughness. By comparison of results, a wholesome emulation will spring up between schools in the same neighborhood, and this desire to excel will lead to the employment of better teachers, and to the retention of the successful teacher in the same school for a number of terms; it will lead to the improvement of the school room and the purchase of apparatus. Is it not this very principle of comparison between different cities that has led to the greater permanency of teachers and the more liberal supply of apparatus in the city schools?

The system of examinations and records is a means of enlisting the attention of the public. The public needs to be shown that our free school system may be made a great leveler of our population—not to level down, but to level up. What our public schools most need in Tennessee, and in all our Southland, is to have the great brain-power and heart-power of the people enlisted in their behalf and dedicated to their support. Our schools will languish till the warm impulses and fervid eloquence of our statesmen and orators are awakened, till the old fires of chivalry are rekindled at this newer, holier altar of devotion to the children.

The operation of a uniform graded system makes each district, each teacher, and each pupil parts of a great whole, related members of a living organism, through whose veins there surges and thrills a tide of health and power. Our isolated country schools have no bond of relation and sympathy; they are a valley of dry bones. Our experienced educators must place bone unto bone, and lay on the sinews, and enfold them with flesh; and the enthusiasm of an awakened people must breathe into each organism the breath of life, that a valley of bones may spring up into a well disciplined army with flowing banners and stately tread.

Again, the operation of a uniform graded system makes possible a more efficient and tangible county supervision. No wonder that county supervision has been only a name in many places. Every country school is organized upon a plan different from that of every other country school in the county, and every one upon a plan different from that which it followed last term. When the county superintendent enters a school, he must spend half a day in getting acquainted with the

peculiar organization of that school before he can furnish any assistance ; then it will be about time for him to move on to study up the next school. The poor superintendent feels helpless and lost in the vast confusion. Let every school in the county be organized upon the same plan, contain the same classes, and follow the same daily program as far as possible ; then may the county superintendent hold the country schools in his grasp as thoroughly and intelligently as the city superintendent holds his ward schools. Without doubt, difficulties will need to be overcome in adjusting the country schools to a graded course, but they are neither insurmountable nor peculiar. There will be opposition among patrons in some cases, and this kind of opposition cannot be crushed to any great extent ; it must be won over by the discretion and persistency of teachers and county superintendents. In many schools the friction will be so severe that a complete organization cannot be effected in a single term. In some parts of the world they tear up by the roots one system and transplant another in a single day ; but we grow things in Tennessee. When a tree bears inferior fruit we graft a branch of it and watch the results, and then another branch is grafted, and so on till the whole tree is improved. When the surgeon has a distorted limb to treat, he does not seek a big carving knife and whittle off the limb to the proper shape, but, rather, puts on the splints and straps, and by gradual reduction brings symmetry and strength to the deformed member ; so in many cases the straps and buckles of the graded course will need to be lightly adjusted at first and gradually tightened as circumstances will permit. The irregularity in the length of term will prove a hindrance in many localities. To maintain a graded system there must be uniform examinations under the management of a county superintendent ; but uniform examinations can hardly be held without something like uniformity in length of term among the schools of the county, and under our present method of making the amount of funds received by each district depend wholly upon the scholastic population, uniformity in length of term is nearly impossible, owing to the fact that some regions are more sparsely settled than others. Yet I suppose that there is such a regularity within each county that at least three-fourths of the schools might be graded upon a common scheme, and it would be well worth while to introduce the course into a part of the schools, with the hope of molding circumstances to meet the case in the other schools. We might also mention irregularity of attendance as one of the hindrances to the operation of the graded course. But with regard to all such matters, it must be remembered that they are evils, whether we adopt the graded course or not ; and the adoption of such a course is

the very best means of overcoming these evils. The operation of a uniform system in three-fourths of the schools of a county will very sharply remind the other one-fourth of the need of some adjustment in the length of term, which will enable them to enjoy the manifest benefits of the system, and the result will be a change of district lines, a subscription to supplement the free school term, or, possibly, in the golden sometime, such a reconstruction of our school law as will secure this and a great many other good things. And the requirements of the course, together with the spur of examinations, will bring to individual pupils an emphatic sense of the importance of regularity and punctuality of attendance. A standard of quantity and quality of results will press upon the attention of district boards the need of more and better apparatus. In short, the uniform course will make incidental demands, whose importance would never be recognized without it. For example, in a county of some two hundred schools, in a short time after a graded course was put in operation, every school but one was supplied with an unabridged dictionary.

And as a legitimate outgrowth of a graded system of country schools, we might ere long reach that climax of the system which has been reached in a few localities in other States, the township high school. With the schools of a county all graded upon the same scheme, it would be easy and natural to group together a number of these schools, which should be preparatory to a central high school. This high school would bear precisely the same relation to each of its group of country schools that the city high school bears to the ward schools. Some legislation would be needed to realize this climax, but the legislation would be easy and natural if we had the system developed far enough to exhibit its merits.

It is true, the grading of country schools is not so simple a matter as the grading of city schools, yet it is entirely practicable. And the country schools have even some advantages over city schools. Pupils in the country are less occupied with sensational literature, with the excitements of social life, and with the bustle and roar of vast business enterprises. Country pupils, as a rule, take more out-door exercise, and have more freshness and vigor to bring up lessons that were lost by non-attendance. Permit me to prophesy, that the time is coming in the history of our country schools when the city schools will need to look well to their laurels.

A CASE OF DISCIPLINE.

T. C. KARNS.

(From the Southwestern Journal of Education.)

While attending an institute this summer, I heard a teacher give a bit of experience which seemed to me worthy of record. He said in substance this :

I was once teaching in a private school in a certain city. A boy from a prominent family was sent to us. He was naturally of good impulses, but had been spoiled by unwise management, and led to feel that between teacher and pupil a constant antagonism necessarily exists. As a result of this feeling, the boy, whom I shall call Sam, had become an adept in going to extremes of mischief without being caught. One day while my back was turned, Sam threw some pepper on the stove, and then took on that air of perfect innocence which long practice had enabled him so easily to assume. Soon everybody began to sneeze and cough. A fellow teacher came to the door, and seeing the situation volunteered his assistance in an investigation, and in a short time we had proof that Sam was the author of all our woes. He was brought before the faculty, and after a full consideration of his case the decision went forth that he should be whipped, and that I should execute the sentence. Sam was a large boy, and it was with some feelings of apprehension that I proceeded with him to a private room. I recounted to him the terms of the decree, and showed him that it was with reluctance, yet with a consciousness of duty, that I must proceed to carry out its terms. At once he bristled up with resistance and said that no teacher could whip him. I said, "No, if you do not comply willingly, I'll not whip you, Sam. There will be no contest between us, but, as you will not be subject to the rules which you agreed to obey when you entered school, you cannot stay here longer, and I will write a note explaining all to your mother, which you will please to carry to her."

I said all this pleasantly, knowing that he would reflect. I sat and wrote the note while he waited and wondered. When finished, I read it to him. The note contained pleasant allusions to some noble traits that Sam possessed and concluded with a deep regret that his failure to comply with some of the regulations of the school made it necessary to sever his connection therewith. I handed him the note, and extending my hand, I bade him good-bye. He started towards the door, but faltered, and turning, said: "I'm not going to take this to my mother." I said, "Very well, Sam, if you do not want to take it, I'll send it by a carrier, or drop it in the mail, but I thought you would

prefer to carry it in person and have something to say in your own behalf." He stood a moment and then turned and passed out. In a short time the door opened, and Sam entered completely broken down. He walked up to me and, extending his hand, said: "Whip me; I can't stand this."

I replied, "No, Sam, I'll not whip you. To whip you now would give me more pain than it would give you. You have shown a noble spirit, and I'll not whip you. More than this, your mother shall not see the note, and all that has passed shall rest between us. Only be sure that your conduct is all right for the future."

New light seemed to dawn upon Sam. This was a new experience for him. I nodded assent and he passed out again. It was but a moment, when a head was again protruded at the door, and a choking voice uttered the words, "Much obliged to you." I never had any more trouble with Sam.

That was all the speaker said, but the reader will notice that Sam was conquered by just and manly treatment. When the spirit of antagonism had been removed, he had nothing left to stand upon, and his self-respect forced him to be a man in return. No boy can be bad with such treatment, while the usual method only makes him worse.

A POINT IN HISTORY.

BY E. C. PALMER.

The following histories, in use in many schools of the country, give Henry Clay the honor of being the author of the "Missouri Compromise" of 1820: Quackenbos, Ridpath, J. D. Steele, author of Barnes' History, and Lossing.

The terms of that treaty, as we all know, were the admission of Missouri as a slave state, but the division of the rest of the Louisiana purchase by the parallel of $36\frac{1}{2}^{\circ}$, north of which parallel, slavery should not exist, and south of which, slavery had full permission to flourish, if it were the wish of the people of that section. I do not know from what source these eminent authors derive their information.

It certainly has always been, since 1821, the popular impression that Clay was its originator; for Clay himself said, in 1850, "that he had received undeserved credit for that compromise which he had supported, *but not originated*." As teachers of history are interested in ascertaining the truth, and as I have seen no mention of the error of this accepted belief in the MONTHLY, I venture to extract the following

minute account of the "Missouri Compromise" from the pages of "Twenty Years of Congress," for the benefit of my fellow teachers.

The bill for the admission of Missouri was presented in Congress in Dec., 1818. "Mr. Tallmadge of New York, moved to amend it by providing that 'the further introduction of slavery be prohibited in the State of Missouri, and that all children born in the State after its admission to the Union shall be free at the age of twenty-five years.' Mr. Clay took an active part against the amendment," but the bill passed and the amendment was adopted by the House. On account, however, of opposition to it in the Senate, it did not reach the President, during that or the succeeding year, for his sanction.

In Dec., 1819, Maine and Missouri were offered admission in one bill, the former without condition, the latter, upon the terms of the well known "Missouri Compromise," which compromise was originated by *Jesse B. Thomas*, a senator from Illinois. This bill became a law in March, 1820. The Missourians, however, had begun to feel much aggrieved by this time, at the presence of the congressional nose in their private affairs, and therefore, when they formed their State constitution, this clause was inserted in it: "It shall be the duty of the General Assembly, as soon as may be, to pass such laws as may be necessary to prevent free negroes or mulattoes from coming to or settling in this State under any pretext whatsoever." When this constitution was transmitted to Congress by the President, its admission was immediately opposed by many Congressmen, on the ground that the clause which I have quoted, was a violation of Sec. 2, Art. 4, of the Constitution of the United States. This opposition created intense excitement, and *now* was the time (February, 1821,) when Henry Clay and John Holmes of Maine, one the chairman of the Senate committee, and the other the chairman of the House committee, originated a compromise on whose terms Missouri became a state. This compromise was to the effect that, if Missouri would solemnly record by an act of her legislature that she would never pass a law enforcing the objectionable clause of the constitution, she should be admitted as a state. Missouri complied, and has been ever since, one of the sisterhood of states.

Republic, O.

The success of the school depends more upon the teacher than upon anything else. A good teacher will succeed under almost any circumstances, while a poor teacher cannot succeed anywhere.

NOTES AND QUERIES.

"NOMINATIVE OR ABSOLUTE?"

In the July number, p. 328, I took the position that the nominative *form* and not the objective should be used in such expressions as, "*To be him* is impossible," and quoted from Greene's Grammar to sustain my position.

Without touching the question in controversy, and without citing any authority, Mr. Wyman says that Dr. Greene, who is second to none as an author and educator, is all wrong in disposing of the nouns following the participles and infinitives in the following sentences:

1. To be a *thief* is strange.
2. To be a good *writer* requires practice.
3. Being a *scholar* is not being an *idler*.
4. His desire to be a *teacher* is now gratified.

Dr. Greene says in his Analysis of the English Language, p. 204, that they are in the nominative case.

Mr. Wyman, without argument or authority cited, says "O certainly not! They are in the absolute, not even in the nominative absolute."

1. Webster defines *absolute* as a grammatical term thus: "Not immediately dependent on the other parts of the sentence in government; as, the case *absolute*."

To get the true relation of the nouns in these abridged propositions, let us expand one, since by this artifice we can get the true relation of the noun, if it has any. "*To be a thief is strange*" = That one should be a thief is strange. Does changing the mode of a verb change a noun that follows it from a dependent condition to an independent one? That is all that was done to abridge the substantive clause. True, the subject of the clause was dropped, but it might have been retained, as, For *one* to be a thief is strange, and its relation would be that of subject, not a subject nominative, but a subject *objective*; and its governing power, when so expressed, is strong enough to throw "*thief*" into the objective. But if "*one*," the subject of the clause, be dropped in abridging, the noun or pronoun following the infinitive is said to be in the nominative case. Hence, if this be true, "*thief*" is in a very dependent condition or relation, and not in an independent one, as stated by Mr. Wyman.

2. Reed and Kellogg's Higher Lessons in English, published in 1885, p. 205, thus treats the question:

"A noun or pronoun used as attribute complement of a participle or an infinitive is in the same case (nominative or objective) as the

word to which it relates as attribute. (Observe how dependent.)

Ex. :—Being an *artist*, *he* appreciated it. I proved *it* to be *him*.

Remark.—When the assumed subject of the participle or infinitive is a possessive, the attribute complement is said to be in the nominative case, as, Its *being he* should make no difference. When the participle or the infinitive is used abstractly, without an assumed subject, its attribute complement is also said to be in the nominative case, as, “To be *he* is to be a *scholar*. *Being a scholar* is not *being an idler*.”

3. Swinton's New English Grammar, p. 173, disposes of “*he*” and “*admirer*” as being in the nominative case in the following :

1. “It was thought to be *he*.”

2. I cannot help being an *admirer* of beauty.”

4. Holbrook, in his Complete English Grammar, p. 170, disposes of “*judge*” in the following as a dependent construction, and puts it in the nominative case : “His being a *judge* is no reason why he should violate the law.”

5. Reasoning from the analogy of the inflected languages, some would force us to dispose of such constructions as objective, others as nominative,—*none as absolute*.

6. A word on the absolute construction. This is not *wholly* an independent construction. It is *always* found joined to a participle, the two forming a phrase ; as, The *storm ceasing*, we returned ; and, as Webster's Unabridged Dictionary says, “Not immediately dependent on the other parts of the sentence in government.”

It is *absolved* from grammatical dependence on any word or words in the other part of the sentence, but logically, the phrase as a whole is always either a modifier of the other part of the sentence ; as,

1. *Troy being taken*, Æneas came into Italy.

2. *The bridge having been swept away*, we returned.

3. A *cause not preceding*, no effect is produced ; or independent ; as, The infantry advanced, *the cavalry remaining in the rear*. This last is equivalent to a member of a compound sentence.

The absolute construction in Anglo-Saxon required the *dative* form. Even as late as 1665, Mifflon wrote :

“And *him destroyed*,

For whom all this was made, all this will soon
Follow,”

and,

“This inaccessible high strength, that seat
Of Deity Supreme, *us deposed*,

He *trusted* to have seized.”

“Him” and “us” are not objective in construction, but absolute,

and the Anglo-Saxon would put them in the dative, the Latin in the ablative, the Greek in the genitive, and modern English in the nominative.

Nouns used independently ; as, "John, where are you," and "Poor man ! he never came back," are by many erroneously disposed of as absolute constructions.

In conclusion, we hold (and many standard authors can be cited to sustain us,) (1.) that, "To be him is impossible," is not good English ; (2.) that a noun or pronoun thus used after an infinitive or participle is neither independent nor absolute in construction, but an *attribute complement* of an abridged proposition, belonging or relating to the omitted subject ; (3.) that a noun or pronoun to be in the absolute case must be joined to a participle as an assumed subject, the two forming a subordinate or an independent element, or in apposition with a word thus used ; as, "Lee's army, the *support* of the South, *having surrendered*, the struggle ceased." The infantry advanced, the *cavalry remaining* in the rear.

I am writing for truth's sake, and am open to conviction, but these conclusions are the results of a good deal of investigation.

A. A. CROSIER.

Montrose, O.

THE "RELATIVE" AS.

"Is *as* ever a relative ?

I used to answer this question with an invariable *no*. Later, I had occasion to modify my answer, and now it is, "Possibly, in certain constructions."

"Is *as* a relative after *such*, *many*, *same* ?

Certainly not,—how *can* it be ? *e. g.*, "Such *as* I have give I, &c."

"As many *as* came were fed." "Mine is the same *as* yours."

In these examples, *as* denotes a comparison, and is an index of *equality*. (Similarly, the particle *than* denotes comparison, and is an index of *inequality*.)

Rhetorically, and by long-established usage, this comparison of equality has come to be considered equivalent to a comparison of *identity* ; grammatically, it is nothing of the sort.

Of course the examples given above are abbreviated in form, and to obtain the exact signification of *as*, it is necessary to supply the ellipsis.

Kerl says, "the relative pronouns are *who*, *which*, *what*, *that*, and *as*, with their declined forms and their compounds," but, unfortunately, he fails to give us the "declined forms" and "compounds" of *as*.

However, he gives us a single example to illustrate his idea of *as* used as a relative: "He has such friends *as* every one should wish to have." This is manifestly no relative at all, as there is not even *rhetorical* identity; by which I mean to say that the writer does not intend to say that the friends "he" has are the identical friends "every one" should wish to have, but merely means that they are *of the same kind*.

And yet, after all, I am forced to admit that there are instances in which *as* may well be considered a relative, but these instances are limited to a single construction, namely, where the *as* is used to sum up and express the whole of a preceding proposition, as: "He came early, *as* was his custom."

Here the *as* invites no comparison, and therefore cannot be a conjunction, neither has it any adverbial form.

In a word, while in this instance I can find no objection to calling it a relative, I do find insuperable objections to so considering it in the earlier-quoted examples.

LLOYD WYMAN.

A TROUBLESOME INFINITIVE.

"The swan on still St. Mary's Lake
Float double, swan and shadow."

Who has ever read those beautiful poems of Wadsworth's, "Yarrow Unvisited,"—"Visited,"—"Revisited," without being charmed by their grace of diction, profound philosophy, and airy sportiveness?

Do I ask who? Then let me answer my own question: It is they—the whole band of pedagogues—who, on encountering the quoted couplet in Harvey's Grammar, begin straightway to hunt for precedents and authorities for making "swan" plural, in order to have an unexceptional nominative to "float," forsooth!

I can imagine the sly look in the kindly eyes of our Ex-Commissioner when the thought first occurred to him to set these lines (piscatorially speaking) in his book, for the gudgeons to nibble at, and—impale themselves upon!

And how they *did* take the hook! every last fish of them, from minnow to muscallonge!

Yes, these are they who have never pondered the beauties of these poems, for if they had ever read—

"Let beeves and home-bred kine partake
The sweets of Burn-Mill meadow!
The swan on still St. Mary's Lake
Float double, swan and shadow!
We will not see them—will not go

To-day, nor yet to-morrow;
 Enough, if in our hearts we know
 There's such a place as Yarrow,"

they had not been thus caught by an innocent infinitive baited with an impossible nominative!

LLOYD WYMAN.

A CALIFORNIA LETTER.

Dear Editor:—Since I last wrote, I have resigned the situation I had in the country, and accepted the principalship of the Forest Hill schools, at a salary of \$95 per month. This last position puts me at an elevation of 4000 feet above sea level.

Knowing that Ohio teachers appreciate reports of good works that are going on in other States than their own, especially, when undertaken by those who have been of their number, I hope to be able to report soon something good in the direction of a Teachers' Reading Circle. Of course I must not tell the people here that such an organization had its origin in the State of Ohio. It will be nearly enough that an Ohio teacher brings the thought forward. But the work is being pushed, and we hope to be able to effect an organization at the coming institute. It must necessarily move slowly. This county has employed 65 teachers, only 17 of whom take any educational journal, from which you may infer that the teachers of Placer County are but little given to educational literature. These figures are official, as I was acting deputy for the county superintendent and copied his report to the State superintendent.

At present, there are three Ohio men acting as teachers, in Placer. One from Allen County a few months ago, has been attending the examination this week. He came out successfully and will teach near Auburn. He asks to be admitted to the MONTHLY family, an admission you will not object to, for he is deserving.

A Western Reserve man, Mr. T. L. Herbert, is a member of the Board of Education of this county, and a fine gentleman I find him.

Very truly,

W. O. BAILEY.

Forest Hill, Placer Co., Cal.

THE POWER OF DARKNESS.

My query (Q. 1, p. 333) reads, "'This is your hour, and the power of darkness.' What is the force of the word 'power,' and what is its grammatical construction?" I think Mr. R. H. Dodds hits the "force" of the word, but both he and L. W. miss its "grammatical construction." The words are those which Christ addressed to the rabble that arrested Him. "Your" refers to the rabble as its antece-

dent. "Power," or "power of darkness," refers to his Satanic Majesty, the Devil. Does not the sentence seem to be a *contracted compound* sentence? Could we not supply the ellipsis thus: This (hour) is your hour, and (this hour is) the power of darkness' (hour.) The constructions are thus all plainly manifest. Is the above disposal correct? I am after grammatical truth, not controversy.

RICHARD F. BEAUSAY.

Upper Sandusky, Ohio.

The difficulty about the construction Mr. Beausay puts on this passage is that the Greek word rendered "power" is nominative, whereas his construction requires the genitive (possessive) case. The sense of the passage seems to be, Now is your hour, now is the power (or authority) of darkness.—Ed.

QUERIES ANSWERED.

Q. 1, p. 478.—*Percent* (Latin, *per centum*) is a term signifying *by the hundred*.

Percentage is a term applied to all computations in which 100 is the unit or measure.

The *rate* is the numerator of the fraction denoting the rate percent. It shows how many parts, or hundredths of the base are to be taken.

The *rate percent* is the fraction denoting how many hundredths of the base are to be taken.

A. A. PRENTICE.

There is a good deal of confusion among arithmeticians in the use of these terms. For example, in the statement, "12 is 6 percent of 200," Dr. White says .06 is the *rate percent*, and 6 is the *rate*; whereas, Dr. Brookes, in his *Philosophy of Arithmetic*, reverses the terms and says 6 is the *rate percent*, and .06 is the *rate*. Brooks is undoubtedly correct, if any distinction is to be made. The *rate* is 6 hundredths, and the *rate percent* is 6. To say that the *rate per hundred* is 6 hundredths would not be correct. That would not mean 6 in every hundred, but $\frac{6}{100}$ or $\frac{3}{50}$ in every hundred. The following seem to be correct definitions of these terms:

Percent, by the hundred, or in every hundred. 4 percent means four in every hundred.

Percentage, the result arising from taking a given number of hundredths of a given number. This term is also applied to all calculations in which 100 is the basis of comparison.

Rate, or *rate percent*, the number of hundredths taken. I see no good reason for making a distinction between *rate* and *rate percent*. As terms used in percentage, they mean the same. P. S. D.

Q. 2, p. 478.—Yes, if the pupils in the fifth or sixth reader have

had considerable drill in these readers; because the reading of a history lesson correctly furnishes good practice in reading, besides impressing upon the mind historical truths and facts.

No, if pupils have never studied nor recited from these readers; in this case the substitution should not be made, as they will not be able to comprehend the language of most of the authors who have prepared our histories.

A. A. PRENTICE.

J. W. Jones says yes, L. R. K. says no. We certainly would be in favor of letting the history take the place of the *sixth reader*. We doubt the propriety of using the sixth reader in any common school.—Ed.

Q. 3, p. 478.—The "Fonetic Teacher," published at St. Louis, is printed in phonetic characters. The "Phonetic Educator" is published at Cincinnati. A school reader printed in phonetic characters made its appearance several years ago, but it is probably out of print now.

P. S. D.

Q. 4, p. 478.—Let $\frac{x}{2}$ = width of strip plowed. Then, $(55 - x)(40 - x) = 1,500$ sq. rds.; from which $x = 5.94 +$, $\frac{x}{2} = 2.974$.

GEO. ROSSITER.

By generalization is derived the following rule which will apply to all problems of this kind: From the square of the sum of the length and breadth subtract four times the area of the plowed part, and extract the square root of the remainder. Subtract this root from the sum of the length and breadth; one fourth of the remainder will be the width of the part plowed.

Solution: $(40 + 50)^2 = 8,100$, $- 2,000 = 6,100$; $\sqrt{6,100} = 78.10$; $90 - 78.10 = 11.90$; $11.90 \div 4 = 2.97$. Ans.

Same result and a variety of solutions by R. E. Morris, A. C. Burrell, J. W. Jones, E. T. Boone, John Morris, U. T. Cox, and J. A. O. G. M. Hoke gets nearly the same result by arithmetical progression. The most direct and simple solution is that given by Geo. Rossiter.—Ed.

Q. 5, p. 478.—By joining the centers of the three tangent circular fields by three straight lines, we have an equilateral triangle, each side of which is equal to the diameter of each of the circular fields, or 14.2729 rds. This triangle includes one-sixth of each of the circular fields (equivalent to one-half of one of them) and the triangular tract whose area is required. The area of the triangle is found to be 88.21 sq. rds. From this subtract 80 sq. rds., the portion of the triangle within the circles, and there will remain 8.21 sq. rds., the required area of the three-cornered tract.

L. R. K.

The same result, or nearly, and similar solutions by G. M. Hoke, J. W. Jones, George Rossiter, U. T. Cox, Richard F. Beausay, A. C. Burrell, E. T. Boone, J. H. Stoll, John Morris, A. A. Prentice, J. J., R. E. M., and J. A. O.

Q. 6, p. 478.—"Queen," n., pred. of the sentence, "She lived a queen." "Lived" is used copulatively, "Being" is a participle used as a noun; it is the basis of the phrase "being a young man," and is the object of "of."

"Man" is a n., com., mas., 3rd., sing., and nominative case; it is used attributively after "being." The crime that I am a young man;—here man is plainly nom. case; so also above. A. A. PRENTICE.

To the same effect, Richard F. Beausay and J. A. O.

Q. 7, p. 478.—(a) "To be" with "is said" forms a complex copula. "He" is the subject, and "Persian" the attribute of the proposition. Or, "to be a Persian" may be considered an infinitive phrase, an adverbial element of the second class, and modifying "is said."

(b.) "To have been" with "seem" forms a complex copula. "Like" is a predicate adjective, and modifies "I." "Only" is an adverb, and modifies "like." "A boy" is a phrase, an adverbial element of the second class, and modifies "like." See *Harvey's Grammar* (new ed.,) p. 149, Rem. 7, for a disposition of these copulas.

RICHARD F. BEAUSAY

Upper Sandusky, Ohio.

QUERIES.

1. When did the United States begin to exist as a nation?

P. S. D.

2. Was the admission of West Virginia into the Union constitutionally? See Art. IV, Sec. 3.

R. F. B.

3. *Even so* them that believe in Jesus God will bring with him. Dispose of words in italics and give the antecedent of "him"

H. C. E.

4. He spoke *of* where he had been. I do not know *whom to trust*. Dispose of the words in italics.

U. T. Cox.

5. What is the length of the longest rectangular piece of cloth eight inches wide which can be cut from a rectangular piece two feet by three feet?

A. C. BURRELL.

6. Three poles, each 50 feet long, were erected on a plane so that their upper ends met, and the lower ends were 60 feet apart. How long is the rope which reaches vertically from the point of meeting to the ground.

L. R. K.

7. "A pork dealer made \$1565 net, deducting 10 percent commission and paying \$850 for packing. The pork cost 7 cents per pound. How many pounds did he pack?"

This problem occurred in the Kansas teachers' examination last August. The State superintendent and our county superintendent differed nearly 30,000 lbs. in results obtained.

J. A. O.

8. I propose to the MONTHLY family the unsolved problem at our (Seneca Co.) institute:

"A horse is tied by a 90 ft. rope to one corner of a barn 20 ft. square; over how much space can he graze?"

G. M. H.

9. An annuity at simple interest, 6 percent, in 14 years, amounted to \$116.76: what would have been the difference had it been at compound interest, 6 percent.

J. H. B.

10. Solve by arithmetic the last problem in Ray's new higher arithmetic.

N. G.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

Thousands of teachers are at work again. In imagination, we can hear the busy hum of school work all over the land, and see the myriads of happy children's faces. We imagine too that we see courage, hope, zeal, and good-nature beaming in the faces of the teachers. They have attended the institutes and gained higher and clearer views of their work, have resolved themselves to live on a higher plane, and have new plans and methods of work for their pupils. Those pupils are to be pitied whose teacher does not find inspiration and uplifting in each new year's work; and the teacher to whom the beginning of each new school year does not bring something of a thrill of joy, has need to undertake the work of self-examination.

Spelling, declining and conjugating words do not embody the highest conception of school work. Stimulation, inspiration, aspiration, thought, activity, are the essential things. The painter mixes his colors with brains. The teacher must put soul into his work. He must be the life-fountain from which his pupils may draw without stint. Glorious work! Glorious opportunities!

A teacher of our acquaintance, who has had a long and unusually successful experience, writes from her vacation retreat: "I have been enjoying the delightful climate of this resort for the past month. I am rested and well. There are only a few days more before the beginning of another school year. I wonder how many more new years there are for me. I begin to realize that probably there are not very many. I like to teach and am as much interested in the children, perhaps more than during my first years of teaching. I understand them better and am more in sympathy with them—my heart is more tender toward them as I come to understand human nature better. But I am not at all times as happy in the work as I used to be. I cannot tell you why, but I think you will understand."

These thoughts seem in harmony with the season. It is the time of rich ripe fruit, and nature begins to put on her sombre robes. So in our lives; as the soul's rich ripe fruits appear, something of the brightness and freshness of life deepens into sadness. The soul has its autumn, and even its bleak winter time, but an eternal spring is coming.

Is it not true, notwithstanding the large portion of school-time given to the teaching of reading, that the results obtained are of the most meager and unsatisfactory quality? Are teachers themselves fairly good readers? Can they "pick out the kernel from the shells of thought" quickly and accurately?

At a certain county examination held in a certain State one time, the following direction was given: "Write out two or three questions you would ask in teaching a class to read the following passage: The strong passion for geographical knowledge, also, felt by Columbus in early life, and which inspired his after career, was incident to the age in which he lived." The following are fair samples of the questions proposed:

What is meant by "geographical knowledge?" Who was Columbus? For what was Columbus noted? In what age did he live? Who discovered America? In what year did Columbus die? Tell what you know about Columbus. Why make a slight stop after knowledge? Why emphasize incident? Who was Columbus and what was his career? Should we take pattern from such men as Columbus? &c.

Permit me to ask a question or two: Is there a solitary question among the preceding which would test the essential quality of a pupil's reading—his possession or non-possession of the author's thought? Is a teacher to whom only such questions as those given are suggested by the passage quoted, or to whom such questions are first suggested, able to teach a child to read? The last question does not ask whether such a teacher is able to teach a pupil to *enunciate words*, but whether he is able to teach a child to *read*. H.

The Ontario Educational Society is the name of a proposed organization in the neighboring province of Ontario, with the following objects in view: First, to protect teachers against themselves; second, to protect them from the rapacity and ignorance of many boards of trustees; third, to correct abuses that have insensibly grown up with the system; fourth, to elevate the social and intellectual status of the profession; fifth, to secure some measure of control, directly or indirectly, over professional examinations, selection and authorization of text-books, and generally, any other matter affecting the interests of teachers.

To prevent the round teacher from getting into the square hole, it is proposed to prepare a register of every school in the Province, available for all the members of the society, with particulars as to kind, size, ventilation, fittings and surroundings of school-house; facilities for getting good board and lodging; whether the last teacher was a man or a woman; if possible why the last teacher left; whether changes are frequent; the salary paid, and the salary that ought to be paid proportionately to those of neighboring sections; the nationality and religion of the population; interest taken in education; average attendance; standing of the school; nearest postoffice, railway station, church and book-store, and such other details as might prove of interest to an applicant.

It is proposed that the society shall effectually "sit upon" those members of the craft who are contemptible enough to underbid and undermine fellow craftsmen, until they learn better manners. It will aim at purging the profession of unworthy members.

It is also expected that the society "will agitate for a modicum of scholarship as a necessary qualification for school trusteeship. Instances are known of trustees who cannot write their own names!"

It is a big contract which the founders of this society seem disposed to undertake. The proceedings will be watched from this side of the Lakes with a good deal of interest.

We make no apology for the large space given in this number to Dr. Wickersham's paper on school discipline, for no apology is needed; but we ask our readers to give the article careful study. We have not seen a clearer nor a more exhaustive treatment of the subject, nor one containing sounder views. Its thoughtful study must prove an uplifting and strengthening to earnest teachers striving after the better way. It will give help where help is greatly needed. We call particular attention to the absence of all that weak sentimentalism which so often characterizes the treatment of this subject. The necessity of obedience on the part of the young is clearly recognized. "Order, obedience, respect for authority, are lessons much needed by the American people, and must be taught at all hazards in the family and in the school." This clearly recognized, the best means of accomplishing the result are discussed with admirable clearness and fairness.

As we have read the paper for a third and a fourth time, there has been in our mind a slight questioning concerning the application made of the "discipline of consequences." Is it always and altogether true that when a boy has repaired the damage caused by his misconduct, "he has done about all that should be required of him?" Has not broken law as well as broken glass some demands upon the boy? When we taught a Sunday-School class in the Ohio Penitentiary, we often heard the convicts complain of injustice, in that they were compelled to labor until they had restored more than four-fold for the property stolen. They seemed to have no appreciation of the penalty of violated law. Has not this same element a place in school discipline? Is it not important that wrong-doers in school as well as in society be taught that violated law has claims upon them beyond mere amends for injury done? In nature's discipline of consequences, the wrong-doer often suffers severe pain without much seeming reference to the repairing of damages.

The doctrine of consequential discipline, as set forth in the paper, is true, and it has a place in school economy. The only question is in regard to the extent of its application. We suggest that this number be kept within reach during the present school year, and when the machinery of the school begins to creak and run heavy, let Dr. Wickersham's paper be read again for new inspiration and strength.

We would be glad to hear from any of our readers who may be disposed to write after reading Dr. Wickersham's paper.

The paper read before the Tennessee Teachers' Association on "Graded Country Schools," the substance of which may be found in another part of this number, indicates that interest in the improvement of country schools is not confined to the State of Ohio. This paper also indicates that obstacles in the way of progress in this direction are not peculiar to Ohio. We are glad to see

manifestations of deep and wide-spread interest in the subject. There is no more promising field of effort now open to the educators of this country.

There is one phase of the subject in Ohio to which we wish to call special attention, and that is that, while some legislation is desirable, the statute as it is provides a way for the abolition of sub-districts and complete township organization. In the effort to secure desirable legislation, this fact seems to have been overlooked. The people of every township in the State have it in their power, under the law as it now is, to abolish the sub-districts and organize the township as a single school district, with a board of education of six members, after the plan of village districts. The statute reads as follows:

SEC. 3894. The board of education of any township district may decide to submit, and, on petition of one third of the electors of the district, shall submit, at the first regular election for township officers after such decision is made or petition received, the question whether such township district shall be governed by the provisions of this title relating to village districts; and the board shall give notice of the vote to be taken, by posting up written or printed notices, in ten or more public places in the township, at least twenty days prior to such election.

SEC. 3895. (Prescribes the manner of conducting the election.)

SEC. 3896. At the annual organization of the township board after any such election, if it be found that a majority of the votes cast were in favor of the change, the board shall select, by vote or lot, six persons to serve as a township board of education, two of whom shall serve for three years, two for two years, and two for one year; and such board shall thereafter be governed by the provisions of this title relating to boards of village districts.

Legislation is needed. The Albaugh bill should become a law at the next sitting of the General Assembly. Its passage would accomplish at once what, under the statute above quoted, would require years of effort. If, however, this measure should fail, the thing to be done is to carry the war into every sub-district in the State. Let the matter first be discussed in the teachers' gatherings in every county, until the defects of the present mongrel system and the advantages of township organization are fully understood by the teachers themselves; then let every teacher be a missionary in his own district, going from house to house, if need be, and, where practicable, holding meetings for the discussion of the subject. Let in the light. Get the people to see their true interest, and the decree will soon go forth that the old sub-district system must go.

Teachers of Ohio, an important duty rests upon you. An opportunity presents itself. An important work lies before you. Will you do it?

Let no mistake be made. The first thing in hand is the passage of the Albaugh bill.

It is a very perplexing question on which a Canada paper speaks as follows;

"A large proportion of those plucked by the absurd strictness of the high school entrance examination, will not return to the public school to put in another term for little benefit, and are going into a life occupation with a poor education; whereas, if permitted to spend a year or two at the high school, the rudiments of an education already received would become valuable, and they would be possessed of a good education. How the present injurious system has survived so long is a mystery to practical educationists."

Yes, but there is another side. There must be some standard. It would be a great injustice to admit to the high school pupils who, for want of sufficient

preparation, are unable to pursue high school studies profitably—an injustice to the pupils so admitted, to the other pupils whose progress they retard, and to the teachers on whom it imposes a profitless burden.

The difficulty lies in determining who are fitted to pursue high school studies and who are not. Novices in the management of schools are apt to look upon the question as a very simple one. They would say, fix a standard, examine the pupils, promote those who reach the standard and keep back those who do not reach it. But the experienced and observing superintendent knows that the problem is not so easy. There are pupils, not a few, who reach the required 70 or 75 percent, and yet prove themselves unprepared for profitable work in the high school; on the other hand, it cannot be doubted that some pupils fall below the required standard in the examination, who would be more profited by pursuing high school studies than by remaining longer in a lower grade. It will not do to rely solely upon the examination. Age, physical and mental condition, temperament, habits, home-surroundings, every-day work, etc., must be taken into the account. And with all, there will come cases in which the best that can be done is to make a *good guess* and go on.

And the same perplexing question will recur at each stage of progress in the high school and at the end of the course. The suggestion was once made by a high school principal of long and successful experience, that entrance to the high school be carefully guarded, that every pupil admitted be given one chance, and only one, to get what he can from each study of the prescribed course, and that at the end of the course, a certificate be granted to each pupil, setting forth as accurately as possible the measure of his attainment in each study. The plan, it was claimed, would be in harmony with nature's method of training men, throwing each upon his own responsibility and leaving him to reap the fruit of his own sowing. Objections readily suggest themselves, but we would like to see an experiment of this kind made through a period of time sufficient to make thorough test of the plan by results.

The *Popular Science Monthly* (September) makes a plea for the teaching of a purely earthly morality in the public schools, claiming that if morals cannot be taught apart from theology, "then there is only one thing for state-directed schools to do, and that is, to leave the whole subject alone." The desire of some men to eliminate God from human affairs is hard to account for, especially when we consider that God is the life and light of every human soul. The essential, the vital fact in every human life is its relation to the Divine. "As a branch cannot bear fruit except it abide in the vine," no more can there be a fruitful life apart from God. Horace Greely uttered a great truth when he said, "The true idea of God clearly unfolded within us, moving us to adore and obey him, and to aspire after likeness to him, produces the best growth of our nature." As well try to raise tropical fruits among the ice and snows of the Frigid Zone, as attempt to rear a human soul apart from God.

The *Science Monthly* editor talks learnedly about a teaching of morality that shall tend to render life full and harmonious, and bring each individual life into correspondence with its environment; and yet in this teaching he would ignore God, the soul's true and essential environment, for "In Him we

live and move and have our being." How very absurd! As Drummond, in his "Natural Law in the Spiritual World," well says, "Men will have to give up the experiment of attempting to live in half an environment. Half an environment will give but half a life. Half an environment? He whose correspondences are with this world alone has only a thousandth part, a fraction, the mere rim and shade of an environment, and only the fraction of a life."

There is strange inconsistency in the following passage from the same editorial: "Let our school-teachers be at full liberty to expound the laws of human life and well-being to their pupils. Let them show them what they are and what they are adapted for, and how each kind and grade of happiness—physical, intellectual, moral, personal, domestic, social—attainable by human beings, depends on the wise and patient exercise of specific faculties and powers, on the steady pursuit of specific courses of action." What are the laws of human life and well-being which teachers should have full liberty to expound to their pupils? and what are the courses of action on the steady pursuit of which every grade of happiness depends? Here is the sum of them all: "Fear God and keep his commandments, for this is the whole of man." "Love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself." All the law of human well-being is comprehended in this; but this is just what the editor of the *Science Monthly* says must not be taught in state-directed schools.

There is a disposition to exaggerate the difficulties of right moral teaching in schools under state management. The framers of the "Ordinance of 1787" do not seem to have been troubled with doubts and difficulties on the subject. The first clause of Art. III of that unalterable compact reads, "Religion, Morality, and Knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Schools are to be encouraged for the promotion of *religion and morality* as well as knowledge;—not sectarianism, not human speculation about God and a future life, but *religion and morality*.

After all, the question is one with which the state has very little to do. The state may establish schools and equip them, *but the teachers must teach*. It may sometimes be necessary for school authorities to restrain or discharge an unwise teacher; but none but teachers can teach. The "religion and morality" which legislative enactment can put into or put out of a school is but an empty shell; *the teachers must teach*.

LANGUAGE CULTURE IN HIGH SCHOOLS.

In my last article on the subject of language culture, the general reading of pupils of the high school was considered, so that now in concluding the subject, we may look at the more especial work of the schoolroom.

In the high school, as in all other schools, every lesson should be made a lesson in good English. Although the study of mathematics is not generally regarded as a particular aid in language drill, I think that geometry has its special work in this as well as in many other good things. While the teacher is developing through it keenness of perception and strengthening the reasoning faculty, he can at the same time impress the beauty of accuracy through the definitions, and, also, the force of a logical connection of words. It has always

seemed to me that after the study of geometry my pupils were able to state a thing more clearly and in fewer words.

The natural sciences lend also their helping hand. They can never be taught properly by having the pupil commit to memory the printed page. He must observe, classify, and reason for himself; and then, having learned the nomenclature of the science, give in his own words the result of his study.

But of all the studies of the high school, outside of the so-called language studies, history is best adapted to language culture.

The teacher who merely has pupils read history aloud as a reading lesson,—even without comment,—and the teacher who requires the memorizing of the words of the text-book, are both so unworthy their positions that we can scarcely be patient in contemplating them, for properly taught, history assists in giving our pupils accuracy and facility of expression, and is a most powerful agent in moral culture. Every day, questions should be asked, and then answered by the pupil in his own words; some pupils should give a connected account of the events or subjects of the lesson; others should relate what they have read in other histories or in encyclopedias; the characters of the leading men should be described; and the practical lessons for individuals or nations should be drawn from the experience of the past. Every week, there should be historical essays on interesting subjects, largely in biography; and the best of these essays should be read to the class. In my opinion, history is best taught by those means which aid most powerfully in language culture.

Turning to the subjects which are designated as the language studies, we shall not consider at any length the study of English grammar because it has previously received our attention; but in common with other writers on this subject in our State, we must insist upon less parsing, not so much analysis, and a very great deal more of synthesis. Especially do we urge upon high school teachers to attend to this, where synthesis has been almost altogether neglected in the parsing of difficult and useless constructions.

As in the new and excellent methods of teaching modern languages, little translating is done, we shall now look at Latin as a means of culture in English. It may be an old-fashioned idea, but I still believe that there is nothing to take its particular place. However, this is not the place for the argument of that question, but simply the place for showing how the study of Latin is to aid us in accomplishing our object. In the first place, if anything is *translated*, from the very meaning of that term it must be carried clear across from one language to another. The wretched English which some teachers call the "literal translation" is no translation at all. Ask all the questions that are needed to find out whether your pupil understands the construction of the passage and upon what ground he renders it as he does, but have him translate Cæsar's Commentaries into clear, concise English, and Cicero's Orations into English as elegant as was Cicero's Latin, if you can lead him to that. At any rate, let that be the ideal after which you strive. Occasionally require written translations whose purpose is clearly understood to be the acquiring of an easy style in English, and not for the remembering of the Latin vocabulary, which should be acquired in an entirely different manner. Give some attention to English words derived from Latin. Your work is not well done unless your pupils are often able to understand new words through their knowledge of the Latin roots, are trained through acquaintance with the Latin origin to distinguish

delicate shades of difference between synonyms, and to use a word with a double intensity from bringing out hidden wealth from the treasure house which is its source. Translating at sight is not only valuable as a drill in Latin; by requiring the rapid selection of the words which will express the idea, it does much to increase facility of expression in English. It is related that Rufus Choate, the lawyer orator, was in the habit of translating a page or so of Latin every morning for the purpose of increasing his readiness of command of language. In this manner he acquired great quickness and taste in the choice of words.

There are so many excellent text-books of rhetoric that it seems hardly possible for a teacher to blunder in their use. But the trouble is that the systematic study of rhetoric continues only half a year or a year at most. In the best high schools of our State, a systematic study of English composition is kept up throughout the entire course. In others, however, essay writing is subordinated to the weekly literary exercises, or regular instruction is too long deferred. Not much knowledge of this delightful work is gained if a few subjects are written on the black-board, no comment made upon them, but the pupil is simply told to take one of them, write an essay, hand it in for correction, and then prepare to read it on some Friday afternoon.

The teacher, perhaps, will receive the essay, correct some of the grosser errors, put in one or two smooth sentences, and then return it to the pupil graded, but without any explanations of the various changes. From the time the pupil enters the high school, until he graduates he should be called into a regular composition class at least once a week. The work here should be varied.

Some of the exercises of the lower grades, can be used here with profit,—the only difference being in the words given or required. There should be the filling of blanks in sentences, sentence-building with words given not in their order by the teacher, words given that, combined with words of the pupil's own, can be woven into a short tale, transposing of elements, changing the form of sentences, changing words into phrases, phrases into words or other word elements, abridgment of sentences, making abstracts of not too difficult articles, reproduction of stories read to pupils, changing beautiful poems into the choicest prose within the capability of the pupil, descriptions of natural objects, narrations of events in which the pupil has been an interested actor, and essays upon subjects not beyond the pupil's comprehension. The subjects for these essays should be selected with care. The teacher should possess information on the subjects before presenting them to her class, should mention to them some of the sources of information, and by intelligent questioning should lead her pupils to discuss the questions in class so as to elicit from them thought and arouse enthusiasm, without talking so much that her pupils have only to reproduce what she has said. Sometimes she should lead to an analysis of the essay in class; sometimes this should be left to the pupils. After the essays have been examined, general errors should be noted in class and corrections should be made. Where careful work in spelling, punctuation, and capitalization has been done in the lower grades, the teacher should rise to higher work in English composition; but this mechanical part should never be regarded of slight moment.

Throughout the entire course, much attention should be given to letter-writing. The public schools deserve condemnation if the majority of the pupils

of this grade cannot write a brief, clear, business letter. It is proper, also, to teach polite forms of invitation, of regret, or of acceptance. The writing of a graceful, interesting letter is, in my opinion, an accomplishment only equaled by the charm of brilliant, thoughtful conversation.

I cannot exhaust my subject, but may the patience of my readers, so that I shall mention at present only two other important matters. Wise encouragement is the most powerful incentive a teacher can use in urging her pupils toward noble effort. From my own days in the high school as a pupil, to the present hour of my life as a teacher, my experience is rich in what such encouragement has accomplished.

The closing thought is that the literary or rhetorical exercises of the school should hold everything else subordinate to the study of the best literature and the upbuilding of character. Nothing weak or impure should be committed and recited merely for entertainment or elocutionary drill, when we have within our reach the most fervid eloquence, the purest humor, the tenderest pathos, the keenest wit, the soundest wisdom.

MARGARET W. SUTHERLAND.

EDUCATIONAL INTELLIGENCE.

—Hocking County has organized a branch of the Ohio Teachers' Reading Circle. The fourth year's course will be read this year. Superintendent W. W. McCray is corresponding member.

—The Licking County institute held the week beginning August 9th, ran up to three hundred and twenty-five in attendance. Dr. Williams of Delaware, Professor Gillpatrick of Granville, Thomas W. Philips of Newark, and J. C. Hartzler did the work.

—The Ottawa County institute was held at Oak Harbor the week beginning August 30. The attendance was not very large, but the instructors, H. M. Parker, Jonas Cook and A. D. Beechy, did good work. Four evening sessions were held. Next year's session is to be held at Genoa.

—The Hamilton County institute was held at Wyoming, the week beginning August 23. The enrollment reached 260. Aaron Schuyler and John Ogden were the instructors. Next year's session will be held at Lockland. The following officers were elected: President, J. H. Locke; Secretary, Miss M. J. Kennedy; Ex. Committee, J. L. Trisler and Will Harrell.

—The Pickaway County institute, held at Circleville, August 23-27, is pronounced one of the best ever held in the county. It was conducted by J. C. Hartzler, L. D. Bonebrake, and county examiners M. L. Smith and Elisha Warner. The instructors did good work and the teachers were wide awake and enthusiastic. Two evening socials constituted a new feature which produced good feeling and added to the interest.

B. B.

—A meeting of the Southwestern Ohio Teachers' Association was held at Hamilton, on Saturday, September 25. The main features of the program are as follows: Address of Welcome, Allen Andrews, Esq., Hamilton; Response, E. P. Vaughn, West Alexandria; Inaugural Address, T. A. Pollock, Miamis-

burg; "The Culture of the Teacher," Professor E. W. Coy, Cincinnati; "A Business Education," Hon. A. D. Wilt, Dayton; Reading, Mrs. Josephine Weiler.

—The Union County teachers' institute was held at Marysville, commencing August 16 and continuing two weeks. The enrollment was 215, with an average daily attendance of 170. Profs. Fuson, Irish, Manly, and Demorest were the instructors. The total expenditure was \$241.60. The following officers were elected for the ensuing year: President, H. H. Spain; Vice Presidents, A. F. Robinson, Miss Wessie Baker, and John M. Moran; Secretary, Henry V. Spicer; Ex. Committee, J. W. Cross and Frank T. Wall.

—The Darke County Institute was held at Greenville, August 16-28. The total enrollment was 213, the highest ever reached in the county. A resolution was passed asking the legislature to make physiology a required branch. J. T. Martz, F. Gillum Cromer, B. B. Harlan, P. E. Cromer and P. C. Zemer had charge of the first week's work. Professor C. W. Bennett and Miss Heckerman assisted the second week. Officers for ensuing year: President, J. T. Martz; Vice Presidents, J. W. Giblin and F. P. Stauffer; Ex. Committee, F. Gillum Cromer, P. C. Zemer and B. B. Harlan; Secretary, Miss Mamie Ditman.

—One of Trumbull County's most successful institutes was held at Warren beginning July 25 and continuing four weeks. The instructors were Superintendents Moulton, Wight and Reed, all of Trumbull County. The employment of home talent was satisfactory in every respect. The very deep interest manifested on the part of those in attendance served to encourage and inspire the instructors. There was less of the formal lecture and more good thorough teaching than on some former occasions.

A sociable and several evening lectures added variety and interest.

Mr. Wight was chosen president, and Miss Hannah Evans secretary, for the coming year.

F. H. B.

—The twenty-first annual session of the Washington County institute was held in the Court room at Marietta, during the week beginning August 30. It is said to be one of the best ever held in the county. The enrollment was a little less than 200. Instructors: Dr. J. Mickleborough, Brooklyn, N. Y.; Mrs. Delia L. Williams, Delaware, O.; Prof. J. H. Chamberlin, Prof. E. E. Phillips, and President John Eaton, Marietta, O. A very excellent evening lecture was delivered by Prof. M. R. Andrews, on "Pedagogic Research," which we hope to lay before our readers at some future time. President and Mrs. Eaton gave a reception at their residence to the members of the institute.

—Our institute was probably the largest ever held in this county (Lorain). 225 were enrolled. It was held from August 16th to 27th, inclusive. Superintendent Burns, of Dayton, gave instruction the first week in geography and literature; Superintendent Parker, of Elyria, the second week, in U. S. history and pedagogy; Superintendent Rogers, of Lorain, the two weeks, in orthography and arithmetic; and Superintendent Ryan, of La Grange, in reading and grammar.

The work was satisfactory to all and everybody went home feeling good-natured.

GEO. RYAN.

—The Van Wert County institute was held at Van Wert for one week beginning August 23. The exercises consisted of instruction in the several branches

taught in our common schools, by Professor J. W. Knott, of Tiffin, and D. R. Boyd, of Van Wert; addresses by Dr. White, of New York, Mr. Butterfield of Washington, D. C., and Professor Hufford, of Middlepoint; lecture by Professor Knott, and social reunion on Friday evening.

A resolution was adopted asking the Legislature to add physiology to the list of common school studies. The attendance and interest were above the average.

—The Allen County institute held at Lima second week in August, was well attended and the lectures well received. Professor Sniff of Angola Indiana, and Professor Greenslade of Lima were the instructors. Hons. H. S. Prophet and S. S. Wheeler gave evening lectures. The association by resolution directed the ex. committee to have Hon. H. S. Prophet's lecture printed and distributed among the teachers of Allen County gratuitously.

Resolutions were adopted asking our representative and senator to give their influence in securing the passage of the Albaugh Bill. S. C. PATTERSON.

—J. C. Hartzler, of Newark, writes from Evansville, Ind., under date September 1, as follows: "This week finds me in southern Indiana in the *finest teachers' institute* I ever attended. This is saying much, but not too much. On Monday morning, promptly, at 9 o'clock, there were one hundred and eighty-three teachers in their seats; and now the attendance has reached *all the teachers* in Vanderburgh County. The attention is simply perfect, and at times the silence is almost painful. Every teacher seems the exemplification of a live, watchful learner. Only the forenoons are given to work. I like the arrangement much."

—The Preble Co. institute began Aug. 23rd, and continued two weeks. It was a decided success. The foreign talent consisted of Supts. Manly, of Galion, and Corson, of Granville, assisted by Messrs. Vaughn, Riner, Gibbons, Conly, Morris, Miller, C. C., and Miller, A. M., Heilman, Spacht, Bunger, and Tyrrel. L. D. Brown gave us a call and a good talk on Mexico. Preble teachers are becoming enthusiastic in their work. They consider Supts. Manly and Corson excellent instructors, and commend them to other counties desiring practical work. A reading circle is to be organized soon. The meetings of the association for the coming year, will be held in different parts of the county. Officers for the coming year are as follows: E. P. Vaughn, President; J. M. Bunger, Vice Pres.; A. M. Miller, Secretary; F. O. Hartrum, Treasurer; F. S. Alley, F. M. DeMotte, J. P. Sharkey, Ex. Committee.

—The Butler County teachers' institute closed a ten-day session August 27. The instructors were R. H. Holbrook and C. E. McVay, each of whom gave an evening lecture. The attendance was smaller than usual, the number registered being only 106.

Resolutions of thanks to the instructors and others were adopted, a vote of censure was passed on the county examiners for their absence and want of co-operation in the work of the institute, and the appointing power was petitioned to provide an earnest, helpful, and efficient board of examiners. The following officers were elected: President, W. P. Cope; Vice Pres., Sophia Morganthaler; Sec., L. F. Jacks; Ex. Committee, L. A. Miller and Henry Aubley. The next meeting of the county association will be held the fourth Saturday of October.

L. F. J.

—The Fairfield County teachers' institute was held at Lancaster, beginning Aug. 16, '86, and continuing two weeks, with Drs. John Mickleborough, Brooklyn, N. Y., and Alston Ellis, Sandusky, Ohio, as instructors. It is needless to say that the institute as a whole was a grand success.

These able instructors kindled an enthusiasm among the teachers of old Fairfield that is destined to place them upon a higher plane of action in the coming year's work. On Thursday of the second week, one hour and a half was devoted to the discussion of the township system. The discussion was opened by Dr. Ellis. On Friday, R. E. Rayman of Lithopolis, offered the following resolutions, which were unanimously adopted:

Resolved, 1, That it is the sentiment of the teachers of Fairfield county, that the best interests of our public schools require such a reorganization of our school system as will make the township the unit in school management.

Resolved, 2, That we earnestly request our Representative and Senator to use their influence and vote to secure the passage of what is known as the Albaugh Bill.

The following officers were elected for the ensuing year:

President, R. E. Rayman; Vice Pres., W. T. Betz; Secretary, Mrs. Flora Clover; Executive Committee, J. T. Thompson, J. P. Reed, and J. D. Graham. The entire enrollment during the session was one hundred and eighty. R.

—Superintendent Hard, of Gallipolis, seems determined that the schools under his direction shall hold front rank among the schools of the State. In 1884, these schools took four first premiums at the State Fair, and eight in 1885. This year the following first premiums were awarded to the same schools, at the recent Ohio State Fair:

For Best General Work from a System of Schools.

For Best General Work from High School.

For Best General Work from one Grade of High School.

For Best General Work from Grammar School.

For Best General Work from Grammar School Grade.

For Best General Work from a System of Primary Schools.

For Best General Work from One Grade of Primary Schools.

For Best Work Written by Pupils First Year in Primary Schools.

For Best Map Drawing of United States and Ohio.

—The schools of Valley Township, Scioto County, under the supervision of M. F. Andrew, are wheeling into line. They have an excellent course of study covering six years in the district schools and four years in the township high school.

—The 22nd annual session of the Crawford County institute was held at Sulphur Springs for one week, beginning August 23. E. A. Jones, of Massillon, gave instruction in arithmetic, history and theory and practice of teaching. His instruction in the last named subject was especially valuable. J. L. Lasley, of Plymouth, presented the subject of English grammar, reading and orthography. Special instruction in vocal music was given by J. A. Porter of Galion. This is a new feature of institute work in this county which will be watched with interest. Several valuable papers were read by teachers of the county. A course of four evening lectures was well attended. J. L. Lasley's subject, "Elements of Air and Water," was well illustrated by numerous experiments. "Is the World Growing Better?" was C. A. Vincent's subject. E. A. Jones

discussed the "Mound Builders," and exhibited many specimens from the mounds and caves, which excited a great deal of interest. F. M. Hamilton, of Bucyrus, closed the course with "A Vacation Ramble." An important step was taken in the direction of better work in the country schools. A committee was appointed to draft a course of study, to be considered at an adjourned meeting. Steps were also taken toward the organization of local reading circles. In recognition of the efficient management of the Executive Committee, all the members were re-elected, as follows: J. J. Bliss, J. H. Keller, and Miss Dora B. Chambers.

REPORTER.

—The 19th annual session of the Wyandot County institute convened at Upper Sandusky, Monday, Aug. 16th, 1886, and, continued two weeks. This session was the most profitable session held by the Wyandots in many years. Our able corps of instructors—Prof. C. C. Miller, of Ottawa, two weeks; Supt. W. A. Baker, of Upper Sandusky, and Supt. A. G. Crouse, of Marion, each one week—all acquitted themselves with skill and ability. On Friday afternoon of the first week, Rev. D. G. Carson, of Upper Sandusky, addressed the institute on the "Aims and Purposes of Education." On Wednesday evening of the second week, Supt. J. W. Zeller, of Findlay, gave us an excellent lecture on "Our Utopia." The election, on the second Thursday, resulted as follows: President, J. J. Smith; Vice-President, Miss Myrtle M. Byron; Secretary, R. F. Beausay; Treasurer, S. P. Kail. Supt. J. A. Pittsford, of Carey, was chosen the corresponding member of the O. T. R. C. As the first two of our resolutions may be of interest to the MONTHLY and its Ohio readers, they are appended hereto:

Resolved, 1st, That we, the teachers of Wyandot county, believe that the institute just closing has been exceedingly beneficial, that it is the duty of every teacher who expects to keep abreast with the times, to be a regular attendant at the sessions of both the annual and quarterly meetings, to become a member of the O. T. R. C., and as Ohio teachers, to be subscribers to the OHIO EDUCATIONAL MONTHLY.

Resolved, 2nd., That we approve of the course of study prepared and adopted for the country schools; and heartily commending the Albaugh Bill now before the General Assembly, we extend our thanks to Hon. M. A. Smalley, representative from Wyandot County, for his efforts in behalf of said bill.

R. F. B.

—The little city of Elyria, with a population of 5000, starts this year with 157 pupils in the high school. What other city can beat it?

—The regular autumn meeting of the North-Eastern Ohio Teachers' Association will be held in the new high school building, at Akron, on Saturday, October 9. The following very excellent program has been prepared:

1. Address of Welcome,—Mr. Lewis Miller, President Board of Education, Akron, Ohio.
2. Response,—Dr. Alston Ellis, Supt. Public Schools, Sandusky, Ohio.
3. "Some Personal Elements in the Successful Teacher,"—Supt. F. Treudley, Youngstown, Ohio.
4. Class Exercise in Reading,—Mrs. S. P. Bennett, Principal Crosby School, Akron, Ohio.
5. "Impending Dangers,"—Dr. R. W. Stevenson, Supt. of Public Schools, Columbus, Ohio.

6. "The Practical in Education,".....Dr. E. M. Avery, Cleveland, Ohio.
7. "The True End of School Discipline,"—Alexander Forbes, Esq., Chicago, Illinois.

Special rates on railroads may be expected. Come prepared to take part in the discussion of the papers, and to spend the day in Akron.

ELIAS FRAUNFELTER, Akron,	} Executive Committee.
ALSTON ELLIS, Sandusky,	
H. C. MUCKLEY, Cleveland,	

ELMER H. STANLEY, Mt. Union, Secretary.

—The Hocking County institute was held in Logan during the first two weeks of August. Professor G. P. Coler of Baltimore, Maryland, but formerly of the Ohio University, was the principal instructor, assisted by some of the leading teachers of the county. Commissioner Brown was present one day, and did most effective work. The institute was the best ever held in Hocking County. It was exceptionally successful in leading the teachers to seek higher scholarship and a wider culture. Hocking County is fast coming to the front in educational matters. The past three years have brought a marked change for the better. The young teachers are especially to be commended in their efforts to secure a broader literary and professional culture. They realize the importance of attending institutes, reading books on education, and subscribing for educational papers of the highest rank. Three years ago there was scarcely a subscriber to the OHIO EDUCATIONAL MONTHLY to be found in the county; now every live teacher in the county is a subscriber. As a result, the young teachers who try to keep abreast the educational spirit of the times are being called to the best places, while the non-progressive teachers whose notion of teaching consists in simply turning the crank of the educational mill around to-day as yesterday are silently leaving the profession, with "none to mourn their departure; no, not one."

Much credit is due to Professor Coler for the great awakening. As an instructor he is unsurpassed in meeting the wants of country teachers. His work commands respect by its thoroughness. He has already been engaged for next year in this county in response to the unanimous sentiment of the teachers. This makes his fifth consecutive engagement as instructor in Hocking County.

From the resolutions adopted the following are selected as showing the drift of educational sentiment:

Resolved, That we favor the passage of the Albaugh bill (known as House bill No. 8) and urge our representative to labor to secure its enactment.

Resolved, That Physiology and Hygiene with special reference to the effects of stimulants and narcotics upon the human system should be made a branch of study in the common schools by legislative enactment.

Resolved, That our teachers should read more educational papers.

The officers for the coming year are as follows: President, W. D. Brandt; Vice-Presidents, Anna Doyle, Emma Downey, and Albert M. Brown; Secretary, J. W. Filing; Ex. Committee, J. B. Mathias, C. L. V. Burgoon, and W. E. Engle.

A. L.

—The Tuscarawas County Teachers' institute closed a two weeks' session on Friday, September 3rd, with an attendance of more than 290. This is the largest institute ever held in the county, and I dare say the most interesting. The

increased attendance for the past few years is evidence that the teachers of Tuscarawas County consider the institute an indispensable help.

The first week the work was conducted by our "home talent," of which we feel justly proud. The second week, Samuel Findley, editor of the OHIO EDUCATIONAL MONTHLY, gave instruction in United States Constitution, Ohio School Law, Arithmetic and School Government; and John McBurney, editor of the *Ohio Teacher*, in United States History and Grammar. After listening to such a course of instruction as that given by Dr. Findley and Professor McBurney every teacher feels stimulated to new effort.

"Directors' day" was a success beyond all expectation. This was a new feature in Tuscarawas County, yet the roll showed an attendance of 35 directors, many of whom were free to express their views upon points in discussion. Thus directors and teachers conferred together about the needs of the country schools. I observed that directors and teachers do not differ so widely, as is generally supposed, in regard to the management of these country schools. We need more "Directors' days," that we may understand one another better, and unite our forces. "United we stand; divided we fall."

The evening entertainments were highly enjoyed by all who attended them. The Ohio Teachers' Reading Circle received due attention.

The query box was an interesting feature of the institute. The queries discussed were of the most practical nature; and all the teachers felt "at home" in expressing their views and giving their experience.

The following officers were elected for the next year: President, C. W. Elliott, Newcomerstown; Vice Pres., W. A. Vogely, New Philadelphia; Secretary, E. W. G. Vogenitz, Newcomerstown; Ass't Secretary, Mary Taylor, Gnadenhutten; Ex. Committee, S. K. Mardis, Gnadenhutten, J. W. Pfeiffer, Bolivar, and Henry Bowers, Winfield.

The following resolutions were reported by the committee and unanimously adopted by the institute:

1. That we, the teachers of Tuscarawas County, appreciate the privilege of meeting at least once in each year in the capacity of an institute, where we may receive new ideas and become better fitted for our calling.

2. That the sincere thanks of the institute are tendered to the executive committee and other officers of the institute for the faithful discharge of their various duties; to Dr. Findley, and Professors McBurney, Ray, Pfeiffer, McKean and Kinsey, for their excellent instruction; to Miss Lytel for her valuable musical services; to the board of education for the use of the school building; to the janitor for his careful attention; to the hotels and boarding-houses for their pleasant accommodations and reduction in rates; to the citizens and all who in any way assisted in making our meeting pleasant and profitable.

3. That in view of the large number of classes in the ungraded schools, the impractical nature of the work, and the many subjects which give more power and culture, in view of the light thrown upon the subject during this institute, and in view of the opinion of able educators on this question, it is the sentiment of this body of teachers that higher arithmetic should be excluded from all our common schools, and elementary algebra substituted in its stead.

4. That not only all teachers, but all who are preparing themselves to teach should be members of the Ohio Teachers' Reading Circle.

5. That we endorse the resolution adopted by the "Ohio State Teachers' Association," that Physiology should be made a branch of study in the common schools of the State, by legislative enactment.

6. That the teachers of this county should use all consistent efforts to induce boards of education to employ janitors for all the schools in the county.

7. That we heartily endorse the "Albaugh Bill," which proposes to organize a township system instead of the present sub-district system.

8. That in our schools during the present year, we will give our pupils special instruction in the history of our own State, to prepare them to celebrate understandingly the hundredth anniversary of the Ordinance of 1787.

9. That we regard the practice of chewing and smoking tobacco as an evil, detrimental to the best interests of any people, and that we will use our influence for the elimination of said evil.

10. That every teacher should favor, both by precept and example, the limitation or prohibition of the traffic in intoxicating liquors.

11. That, in view of the danger which our nation has experienced in the past, and the many disturbing and destroying influences which still exist in different parts of our country, we, as teachers, deem it our sacred duty to inspire and cultivate in the minds and hearts of our pupils a spirit of true patriotism, without which the happiness and stability of no nation can be secured.

12. That we heartily endorse the OHIO EDUCATIONAL MONTHLY and the *Ohio Teacher*, as valuable aids to the teacher in his work.

W. A. VOGELY, Secretary.

PERSONAL.

—G. B. Haggett, of Orwell, has taken a position in the Painesville schools.

—J. W. Filing, one of the examiners of Hocking County, has been elected principal of the Gore Schools.

—E. F. Warner, of Doylestown, succeeds A. E. Gladding, in charge of schools at Bellevue.

—W. R. Barton, of Grand Rapids, O., has been elected superintendent of schools at Belmore, Putnam Co.

—Miss M. W. Sutherland, a lady well known to the readers of the MONTHLY, gave instruction in the Erie County institute, held at Sandusky.

—J. R. Kennan, for some time principal of the Norwalk Junior High School, succeeds S. H. Herriman as superintendent of schools at Medina.

—C. F. Seese, of Newcomerstown, succeeds A. W. Foster as superintendent of Schools at Hudson. Mr. Foster is engaged in life insurance.

—Miss Mary A. Pool, of the Sandusky high school, has been called to the Mansfield high school, to succeed Miss Hattie L. Howard, resigned by order of Eros.

—D. P. Pratt, of Collamer, Cuyahoga County, O., has the American Encyclopedia, and a cyclopedia of mechanics in two volumes, which he offers to sell at a low price.

—J. W. Bowlus, now in charge of the academy at Savannah, Ashland Co., has made a favorable start. There was a good attendance the first day, with a promising outlook.

—J. A. Pittsford, superintendent of the Carey schools, has been appointed county school examiner of Wyandot County. He held the same position in Hancock County two terms, some years ago.

—Thos. G. Mc Conkey, for some time superintendent of schools at Woodstock, succeeds W. McK. Vance as principal of the high school at Washington C. H. Mr. Vance has accepted a similar position at Urbana.

—Prof. J. M. Davis, of Rio Grande College, has been appointed school examiner in Gallia County, to succeed R. D. Neal, who resigned to become a candidate for county clerk. Prof. Davis will be a good examiner.

—W. P. Cope was unanimously re-elected principal of the Hamilton high school, in June last, with an addition of \$200 to his salary. The school has opened this year with an increased attendance, the enrollment now reaching 200.

—Miss Minnie J. Elliott writes from Nagasaki, Japan, ordering the MONTHLY. She has an interesting school of 100 girls, and feels the need of all the help obtainable. The MONTHLY will be glad to carry some encouragement and help even to that far-off land.

—We mentioned in our last issue the calling of Supt. Weimer, of Navarre, to the Cleveland Central High School. The board of education and the good people of Navarre were loth to give him up. A local paper speaks of him as the most efficient and popular superintendent the schools of Navarre ever had.

—Dr. Thomas C. Mendenhall, for some time connected with the Signal Service Bureau, at Washington, formerly Professor of Physics in Ohio State University, has accepted the presidency of the Rose Polytechnic Institute, at Terre Haute, Ind. Salary, \$5,000. Dr. Mendenhall's friends in Ohio, and they are legion, will rejoice with him in this well deserved promotion.

—F. B. Dyer, lately of Batavia, Clermont County, has taken charge of the schools of Madisonville, Hamilton County. His introduction to his new field has been attended with some rather exciting experiences. A fourteen-year-old lad undertook the job of "breaking in" the new teacher. He refused to comply with some reasonable requirement and offered resistance. He was thrown down and held until he agreed to obey. The father of the lad, subsequently meeting Mr. Dyer in a railroad car, made a violent attack upon him, striking him in the face. For this cowardly deed, the mayor of the village sentenced him to pay a fine of \$50, and to spend thirty days in the county jail. Chastising a teacher in Hamilton County seems to be an expensive amusement.

—Treasurer E. A. Jones, on behalf of the Reading Circle, reports the receipt of the following sums since his report of July 10:

July 18—	W. H. Farver, Millersburgh, Holmes Co.....	\$ 75
Aug. 11—	Supt. J. F. Lukens, Lebanon, Warren Co.....	3 00
" 15—	L. G. Weaver, Dayton, Montgomery Co.....	15 50
" 26—	C. J. Mottinger, Lordstown, Trumbull Co.....	25
" 28—	D. E. Niver, Bowling Green, Wood Co.....	2 75
Sept. 3—	Solomon Weimer, Navarre, Stark Co.....	5 00
" 4—	Miss Hattie W. Wetmore, Waverly, Pike Co.....	4 75
" 4—	D. E. Niver, Bowling Green, Wood Co.....	1 50
" 6—	W. H. Ray, New Philadelphia, Tuscarawas Co.....	11 75
" 8—	W. J. White, Springfield, Clarke Co.....	75

Sept. 10—Frank D. Glover, Coshocton, Coshocton Co.....	\$ 1 25
" 10—Mary Daling, Plainfield, Coshocton Co.....	50
" 22—Mattie Marion, Steubenville, Jefferson Co.....	4 25
Total.....	\$52 00

Of this sum, \$1 is for certificates for the first year, \$1.25 for certificates for the second year, and \$37.75 for the third year. The remaining \$12 is for membership fees for the fourth year.

BOOKS.

The Elements of Pedagogy. A Manual for Teachers, Normal Schools, Normal Institutes, Teachers' Reading Circles, and all Persons Interested in School Education. By Emerson E. White, A. M., LL. D. Van Antwerp, Bragg & Co.: Cincinnati and New York.

A disposition to study underlying principles is one of the characteristics of educational activity in this day. It has been discovered that the road to eminence in teaching lies through a profound study of the philosophy of education. Until recently, methods and details of methods formed the stock in trade of most educational writers. Now, the books most in demand among thinking teachers are those that unfold most clearly the principles that underlie right methods.

Those who have looked forward to the appearance of Dr. White's *Elements of Pedagogy* with high expectations will not be disappointed. It is unquestionably the clearest light on the teacher's pathway that has yet appeared. A very accurate and clear statement of the soul's activities comes first. From these are deduced the fundamental principles of teaching, the test of practical experience being applied at every step. These principles are embodied and illustrated in general methods of teaching, and application of these methods is made to the teaching of the four leading branches of study in common schools. The closing chapter is an application of psychical facts to moral training. The book should find its way into every teacher's library.

The First Three Years of Childhood. By Bernhard Perez. Edited and translated by Alice M. Christie, translator of "Child and Child Nature," with an introduction by James Sully. M. A., author of "Outlines of Psychology," etc., 12mo., cloth, 324 pp. Price \$1.25. Published by A. N. Marquis & Co., Chicago.

Here is a study in infant psychology. The author has undertaken to follow out in little children the gradual awakening of those powers which constitute the psychic activity of the adult human being. His observations begin even before birth, with the earliest manifestations of life, before environment and education begin to hold sway. The discussions and reported observations are full of interest, and of special value to parents and primary teachers.

Our Government. How it Grew, What it Does, and How It Does It. By Jesse Macy, A. M., Professor of History and Political Science in Iowa College. Boston: Ginn & Co. 1886.

The origin, growth and workings of our free institutions are briefly and clearly set forth. Not only the National and State governments, but the local organizations, county, town or city, township and school district, are analyzed, and the workings of government in each explained. The plan is different from most text-books on civil government. It gives the student the knowledge necessary to the intelligent discharge of the duties of citizenship.

Deephaven. By Sarah O. Jewett. Boston and New York: Houghton, Mifflin and Company. Price 50 cents.

This is a story of out-door life and country people, and belongs to the "Riverside Pocket Series."

The Development of the Roman Constitution. By Ambrose Tighe, formerly tutor and Douglas Fellow at Yale College. New York. D. Appleton & Co. 1886.

One of the "History Primers"—a tract prepared for class-room use in Yale College.

Select Orations of Cicero. Chronologically arranged, covering the entire period of his public life. Allen & Greenough's edition, revised and illustrated. Boston: Ginn & Company.

The letter-press is very clear and beautiful; there are copious notes, filling nearly one-third of the volume; and there is a special vocabulary prepared for this edition by Professor Greenough.

A First Reader. Stickney. Boston; Ginn & Co.

This is more like a Christmas book for a child than an ordinary first reader. It is beautifully illustrated and filled with choice selections for little readers.

Sadler's Commercial Arithmetic. School Edition. By W. H. Sadler and W. R. Will, of the Bryant, Stratton and Sadler Business College, Baltimore. Published by W. H. Sadler, Baltimore, Md. Price \$1.00.

Prominence is given to the methods of computation used in business colleges and practiced in business houses, with a view to preparing pupils for the practical affairs of business life.

Easy Lessons in French, according to the Cumulative method. Adapted to Schools and Home Instruction. By Adolphe Dreyspring. New York: D. Appleton & Co.

The success of "The Cumulative Method" in German has encouraged the author to apply the same to the French language. Actual practice in the use of the language in a natural way precedes and to a considerable extent takes the place of the study of grammar.

The Jugurthine War of C. Sallustius Crispus. Edited, with an Introduction, Notes, and a Vocabulary, by George Herbermann, Ph. D., LL. D. New York: D. Appleton and Company.

The references are to Harkness's Grammar. Large, clear type, and numerous illustrations and maps give the book an attractive appearance. The introduction, containing a sketch of the life and character of Sallust and a brief discussion of his style and syntax, will prepare the student for an intelligent study of the text.

The Making of Pictures, is the title of twelve short talks with young people on art, by Mrs. Sarah W. Whitman. The author is an artist and deals in a straightforward way with the principles which underlie the various processes of art, which cannot fail to be helpful to the young reader with a taste for art in any of its forms. Published by the Interstate Publishing Co., Boston and Chicago.

Entertainments in Chemistry, by Harry W. Tyler, of the Massachusetts Institute of Technology, is an attempt to make clear to the minds of pupils just what chemistry is, and the best methods of studying it, by means of a series of easy and safe experiments which do not require the aid of costly apparatus. Interstate Publishing Company, Boston and Chicago.

Through a Microscope, by Samuel Wells, Mary Treat and Frederick Le Roy Sargent, begins at the beginning and tells the young student how to use the microscope. He is also told how home-made microscopes may be prepared and used. Interstate Publishing Company, Boston and Chicago.

Elementary Lessons in Greek Syntax, by S. R. Winchell, A. M., is designed as an introduction to a thorough and comprehensive treatise on Greek prose composition. The words used and examples cited are taken from the first three books of the Anabasis, and is intended to accompany the reading of these books. New York: D. Appleton & Co.

Greek Lessons, by Robert P. Keep, is intended as a companion and guide to the Greek Grammar of Hadley and Allen, with the view to making the path to a thorough knowledge of the grammar plain and not too difficult. New York: D. Appleton & Co.

Sheldon's Word Studies contains graded lessons in the orthography of words and their correct use in sentences. We are willing to recommend this book. It combines spelling and language lessons wisely and skillfully. We have a growing aversion to the use of spelling-books, but we would be willing to use this one, and we cheerfully commend it to our readers. New York and Chicago: Sheldon & Company.

Barnes's National System of Penmanship. Six books. A. S. Barnes & Company, New York and Chicago.

Perfect copies carefully graded, elaborately engraved business forms, concise and clear directions about position, movements, etc., choice paper and elegant covers are some of the points in which these books are unsurpassed.

The Autobiography of Benjamin Franklin. Riverside Literature Series. No. 19. Price 15 cents. Boston: Houghton, Mifflin & Company.

Thirteenth Annual Report of the Public Schools of Portland, Oregon, year ending June 30, 1886. T. H. Crawford, superintendent.

The North American Review, though in its 72nd year, is one of the freshest, liveliest, and bravest leaders of thought, in every field, of all the magazines. It must have taken a new lease of life, for it has recently shown great improvement in the vigor and breadth of its treatment of great topics.

The Atlantic Monthly for October has a timely paper on the late King Ludwig, of Bavaria, under the title of "A Mad Monarch." Henry James brings his notable serial, "The Princess Cassamassima," to an exciting close. The serials of Charles Egbert Craddock and William Henry Bishop are continued. Two or three more solid articles, several short sketches, book reviews and the Contributors Club make up the remainder of a very choice bill of fare.

—THE—

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—AND—

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SAMUEL FINDLEY, EDITOR.

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KNOW THYSELF.

One of the seven wise men of Greece thought this phrase to be better than even the other, "KNOW GEOMETRY." Both are to be commended after their manner, but they do not include some desirable items of knowledge, for example, those relating to the weather, or to oleomargarine, or to rheumatism—and to malaria in general or in particular.

Shakespeare—Wm., 1564-1616—knew little Latin and less Greek, and, moreover, knew very little or nothing of the other items specified, as, notably "creamery butter;" much less, items not specified, which every Anglo-Saxon baby now knows, from condensed milk to concentrated lye.

I confess and acknowledge that he was ignorant of these and such like items, and thus far and in so far give him the benefit of the doubt, or of the clergy, as his individual case may seem to require.

It has seemed to some of his commentators that he knew dabs of lots of things, killing calves, holding horses for gentlemen, playing at ghost, apothecaries' pestle pounder, sonnet writer, lawyer's clerk, and, finally, that he became a joint proprietor in the Globe theatre, as one of the servants of his royal highness, King James, No. I, or No. VI, as the case may be. It may also be said that most persons think that he was

the writer of some poems and dramatic pieces, which have been toned down and tuned up by Colley Cibber, and by others, so that the latter "adaptations" are sometimes acted even at this remote date.

What Buckeye has ever seen on the stage, unless in opera, *Midsummer Night's Dream*, *Merry Wives of Windsor*, *The Kings Henry*, *Richard*, etc., or, for more than once or twice, *Lear* or *Macbeth*? *Romeo and Juliet*, and *Hamlet* are offered more frequently; but *Lena* and *Fritz* are also offered.

All of which is preliminary to the question I have to put, and which is this: DID SHAKESPEARE KNOW HIMSELF?

I suppose, as every fair minded man must do, that he knew when he was thirsty, or hungry, or tired, and have every confidence in his business ability, although that suffers in comparison with Jay Gould, or even with any one in any one of the syndicates in Hocking Valley or Central Ohio. Therefore I thrust all such menial, worldly, of-the-earth-earthly considerations out of my sight and out of my sense, and, with all these excluded, repeat the question, questioning gently but persistently, *Did the Divine William know himself?*

This is not to ask if he was inspired, as was Isaiah, and Ezekiel, and John in Patmos, "prophets that spake better than they knew," but simply to ask if he knew what he was about, and wrote exactly what he meant to write?

He wrote many passages that men of undoubted good sense and of sound judgment have declared to be good, very good, and even excellent; and it may be added that some of his plays are ranked high in England, and that some of his admirers suppose that they are almost as good as those of the three Greeks.

To all of this I submit and defer, as is proper, and in this acknowledge that I follow the example of W. S. himself. The only facts that have come down to us, of his life and doings, lead us to think that he thought himself a very moderate sort of man; but a lucky one in getting pennies enough to bask under the mulberry tree he planted in Stratford-upon-Avon. We have legal evidence that he had a birth-place there in the "Great House" (a double concern of eight rooms) and a residence in the "New Place," and also really had a mulberry tree in its garden and had more or less of a family, and that he was buried in St. Michael's Church. Somehow or other, it does not seem to be the correct thing that his family merged into that of Dr. John Hart, who was the son-in-law of our admired dramatist, and into that of Susannah Hall, who was his daughter, but whose husband does not count; or, in residue to his daughter Judith, whose husband dealt in the Sack and Canary her father found of good quality and thought worth the money.

All and each of their descendants are dead. I am quite sure that Mrs. Anne, *nee* Hathaway, did not understand her husband's plays and verses; and still less, that the Judith and the Joan and the Susannah, who came in for a share of the property of the late lamented William Shakespeare of Stratford, had read or seen enacted, much less understood, those same productions which we of this generation call immortal.

Did William Shakespeare understand them or him? There is some evidence to show that he took his material, as he found opportunity, just as Colley Cibber took Richard III as *he* found it. No matter for that; all great writers have been great plagiarists, and some think Moses began the game. Suppose he "stole," and "adapted," and "supplemented," did he comprehend the words that his pen put upon the paper?

If he did understand and comprehend all these magical formations and transformations that constitute the essence of his plays, comedies, histories, tragedies, as the editors put them, his must have been the grandest genius of the age.

The only doubt that arises in the general reader is that which has been alleged by the supporters of the *Baconian Hypothesis*.

No one doubts that Francis of Verulam THOUGHT,* even if he did not *think out* the Merry Wives of Windsor; but there is really no knowledge, so far as the evidence yet adduced shows, that he had any acquaintance with our William Shakespeare.

What remains after all these facts and figments is merely this:

Shakespeare was a butcher's boy, who became a stable boy, who caught tricks from the apothecaries' apprentices and from the lawyers' clerks and other underlings. He used materials gathered from all the elder annalists, and from such translations as he found in the book stalls from Boccaccio, etc., and pegged away to piece them into a co-ordinate whole, and DID IT; yea, often.

I beg to repeat, that I have been repeatedly assured by White, Lamb, Chambers, Malone, and their followers, that our client, W. S., was a modest, retiring man, fond of his mulberry tree (evidence of the tobacco pipe wanting), and I have come to the deliberate conclusion that a man of such habits and proclivities could not have understood Shakespeare's plays, even if he had written them. HE DID NOT KNOW HIMSELF.

Of course, we can forgive him for his trying on different ways of spelling for his own name—Shaxpear and numerous other kakographies

* "Franciscus de verulamo sic cogitavit," begins the *Novum Organum*.

—or for not knowing that Bohemia never had a seaport; nor King Claudius a cannon, nor King John, nor Macbeth; and perhaps he had a slip of the pen in some phrases, like “winter ground thy corse”; and some he may have put in for padding, or some, as Goethe did, because they sounded in the true “Herkles vein.” Of course, those he put in for the fun of the thing, as he did Dr. Caius’s jokes, at which we laugh when we are taught to see the point; but there are others of which the point is not luminous, and at each of these, the doubt arises again in question, did William see his way clear in this?

These matters of geography, history, and paronomasia, are the little dust in the balance, by means of which balance William has been weighed.

Fuller gives us a notion that Willy could understand a joke and retail one—if not invent it; but the sort of characters he played is a strong testimony to his incapacity as an “end man” in any well advertised Ethiopian, Euterpean, Terpsichorean entertainment, and leads to a doubt if he was well acquainted with Falstaff, or with Beatrice, but perhaps with Dogberry.

Now the accepted canons of literary criticism are full of phrases like “struck off at white heat,” “inspired,” “in a moment of inspiration,” “by a happy thought,” suggesting that writers drop into these as Mr. Wegg did into poetry. Possibly Shakespeare “dropped in” or “took on” or “absorbed,” as a jelly-fish might a clam, a great number of “points” and “bottom floor indications” which helped him to put together Lady Macbeth or King Lear, or Malvolio, or Rosalind; but was he on speaking terms with any one of these or their like? Nick Bottom, I will allow, but Cordelia, never, so long as I can put pen to paper.

If you, the reader, do not feel like going against the sort of percentage which has of recent years been given to Shakespeare, think what is concerned in the non-par estimate! It is, that he so thoroughly knew himself that he knew all the passions of tyrants, like Richard III, of lovers, like Romeo, of rascals, like Iago, of sweethearts, like Portia, Merissa, and Jessica, and comprehended the deep philosophy of Prospero, and (alack that it should come from him) of Polonius. Space fails to name names that are names of our intimates in the most lasting and dearest in our day-dreams. How “the touch of Nature has made the whole world kin” in that which Shakespeare wrote!

We thank him that he contrived these argosies of thought and of feeling; but is it profanity to wonder if he knew how wisely or how well he wrote of Nature and of Human Kind?

HOW I WAS EDUCATED.

A recently established monthly has been publishing a sort of pedagogical autobiography of some of the best known educators of the country. The idea is a good one, for when one has reached the age of forty he is generally able to estimate at pretty nearly their proper value the agencies that have contributed to the formation of his own mind. I know nothing specifically of the contents of these articles, but the importance of experience, either as an incitement or as a deterrent, is so universally admitted that it needs no proof; and when a man has reached such a position that any number of persons, however inconsiderable that number may be, look to him for guidance, his experience has more than an average worth.

It seems to me, however, that the plan of the articles is defective in one important particular. Their authors write under their own names. The place where they appear ought to be a sufficient guarantee of their character and of the standing of their authors. No one except an anonymous can well avoid understatement or overstatement in such a case. When a man's teachers are still living he does not like to speak disparagingly of them, however much they may deserve it. And it is not easy for a man to speak of himself, when it is known who he is, without making some of his expressions appear too strong and others too weak. I propose, therefore, in the present article, to give a brief sketch of my education, without revealing my name or position, or mentioning dates and places that will lead to identification. At the same time, I assure the reader that I shall tell the truth as carefully as if testifying before a court of justice.

Though born in a large mining town, the greater part of my boyhood and youth was passed in the country. In fact, until I began to attend college, I was kept almost wholly free from the influences of the town. I was early sent to a public school in winter, and to a subscription school in summer, when one was within reach. I learned to read fluently when still quite young, doubtless because I was kept for years exclusively at spelling book and reader. We used Cobb's Spelling Book first, then I was put to Cobb's Third Reader to begin with, though the speller was recited from, two or three times a day. Yet I for one never suspected that we studied spelling in order to learn to read, or that the same words might be found in speller and reader. In fact, teachers and pupils seemed to think that they related to two different and distinct branches, of which the former was much the more important. The effect of this system was that I soon learned to spell, with almost unerring correctness, every word in the Spelling-

Book ; and perhaps to this day I attach greater importance to it than it deserves. If I see a word misspelled in a manuscript, I at once entertain serious doubts as to the scholarship of its author, however excellent it may be in other respects. My opinion has greatly changed about the pedagogical value of many things that entered into my early intellectual training, but I have still no fault to find with the drill in spelling. But this may be one of the weaknesses that I have never outgrown, for much of it was so mechanically done that I was usually more bothered than benefitted when the word I had was attended by a definition.

From the Third Reader I was put into Cobb's Sequel. The copy from which I read bears date, New York, May 15, 1832. Its selections are from English and American writers, without note, comment, or definition. They are one hundred and thirty four in number, concluding with the Declaration of Independence. But while I read from this book I had not the least idea what the last selection meant, and not much comprehension of most of the others, though I could read them "right along." I do not recall that the teacher ever put to me the question that Philip addressed to the eunuch. Why should he ? If the question had been reversed the result would, perhaps, have been about the same, as regards teacher and pupil. Here are some of the selections :

Education, by Datanet. On Gratitude, by Addison. Cultivation of Memory, by Percival. Rolla's Address to the Peruvians, by Sheridan. The wonders of Nature, by Hervey. Force of Talents, by Wirt. Song of Marion's Men, by W. C. Bryant. Nature of True Eloquence, by D. Webster. Intelligence of the People a Means of Safety to the Government, from the *N. A. Review*. National Glory, by Clay. Importance of Science to a Practical Mechanick, by G. B. Emerson.

This and much more of the same kind was tolerably indigestible intellectual pabulum for a boy of ten or under. When I add that no dictionary was in or near the school-room, that the teacher was about as ignorant of the connection from which the selections were taken, and of the historical events referred to, as some of the pupils, my readers will get some idea of the country school of my time. Yet we read and read, most of the pupils using just such books as they happened to be possessed of. After a while we began to write a little and cipher a little more, but the inexorable tradition was that a child must attempt neither the one nor the other until Reading and Spelling Books were well mastered. After Grammar and Geography began to be introduced, the parents who did not care to have their children pursue such

studies, in many instances felt aggrieved, if by these means the number of reading lessons was diminished.

The inconsistency of this proceeding only becomes apparent when we recall the fact that, fluently as many of my *commilitones* could read, most of them had little to practice on except the Bible. What was their skill good for? Yet nobody seemed to see that we were substantially learning a trade which but few of us would ever practice to any extent. I was more fortunate, and generally had about all the books I could profitably read. I therefore lost nothing by this system, which was in itself essentially vicious.

When I was about ten years old, my father said to me one autumn day, "When school begins I want you to study grammar." As I had been taught to do, I acquiesced without a word, bad as I felt about the matter. Only a few of the largest boys and girls studied grammar in my school, and, being exceedingly sensitive, I dreaded the ridicule that would attach to my presumption in taking up this branch. Most of our study of grammar amounted to nothing. In the Fall, we began at the beginning of the book and went as far as we could that term. The next Fall, we went over about the same ground, each one using the book that came to his hand. I studied from Kirkham, though Smith was perhaps the most used. The great question that permeated everything connected with schools was, How can they be made to cost as near nothing as possible? The obligation to purchase five dollars' worth of books per year for a family of children was regarded by some of our neighbors as about the saddest blow that could come upon them; and I have heard these men denounce the free school system as an outrage. A friend of mine recently told me that when the establishment, by law, of a free school system, was under consideration in Pennsylvania, he was keeping a hotel in Philadelphia, and that the farmers kept a petition against it in the bar-room for the reception of signatures. Most of those who signed it did so with their mark. It would hardly be true to say these men made their mark. So far as I can recall, there were few young persons in our district to whom the first day of school was not a very important one. All attended on that day who could by any means do so. And I can recall the name of no one of school age who was not enrolled and in attendance, at least part of the term. For me, the opportunities to play with the boys of the neighborhood had a wonderful fascination, and I have a very vivid recollection of the dark cloud of sorrow that came over my soul as a lad, when on the first few days the teacher called us from our games to our books.

My grammatical studies were not of long duration. I soon reached the point where the teacher said I knew as much about the subject as he,

and so I might hear the lessons of some of the beginners. Which means no more than that I knew the definitions, could detect glaring grammatical errors, and parse any ordinary sentence. I had about as much conception of the connection between grammar and language as I had of the mechanism of flying. I did not learn, until long afterward, that language was before grammar; and I fear a good many teachers, like mine, have not yet learned this.

When I was about fifteen, a great change for the better took place in our neighborhood in the matter of schools. That which I attended had the good fortune to be placed in charge successively of young men who were much better educated than the average country school teacher. With one of these I went carefully over Pope's *Essay on Criticism*, occupying a whole term with it. The same was done with other English masterpieces, and I learned not only grammar but literature, and a good deal besides. I also acquired a good deal of Latin, made a start in Greek, was initiated into some of the mysteries of algebra, and made a fair start in trigonometry and surveying. More anon.

READING DRILLS IN ADVANCED CLASSES.*

In more advanced classes, the word drill may be united with the reading exercise proper, and the study of the selection to be read may now take a wider range, including not only a more critical study of words and a more discriminating analysis of the thought, but also increasing attention to figures of speech, historical and literary allusions, style, etc. While the central aim of all this instruction is to lead the pupil to a clearer grasp of the thought and to a livelier feeling, as conditions of their proper vocal expression, it also aims to impart to him an increasing appreciation of good English, and greater power and facility in its interpretation and use.

As a further aid in this culture, each choice selection read should be made the basis of a practical and suggestive lesson in English literature. This instruction should not only include the biography of the author, but also information respecting his literary productions, with home readings, when practicable. No pupil should be permitted to read the selections from the choice literature found in the higher read-

*From White's *Elements of Pedagogy*, published by Van Antwerp, Bragg & Co., Cincinnati.

ers used in the schools, and remain ignorant of the writers who have made English letters illustrious.

There should be exercises to improve the voice—to increase its clearness, compass, resonance, force, etc., but there should be no attempt to fit tones and movements to passages by mechanical rules. All true vocal expression flows from the thought and feeling, just as the stream flows from the fountain. If the mind's action is sluggish, the utterance will be dull and monotonous; if the emotions are asleep, the tones will be lifeless. The one essential condition of true reading is a baptism into the spirit of the selection or passage. It should, however, be kept in mind that while good reading requires a clear expression of the thought, it does not require a *full* expression of the feeling. The reader should never "tear a passion to tatters," whatever the actor may do. Reading is not acting. The most that good reading requires is that the feeling be clearly suggested by the voice; and the power of the voice in this direction is marvellous.

Special attention should be given to the correct pronunciation of words. Words commonly mispronounced should be written on the board in both orthographic and phonic forms, and the pupils drilled in their pronunciation. Lists of such words should be added to those found in the selections read; and it is an excellent plan for pupils to copy all such words in blank books, provided for the purpose, the words being written in one column in their orthographic form, and in another in the phonic form, pronunciation being indicated by proper syllabication and diacritical marks. These lists of words, commonly mispronounced, should often be reviewed and their correct pronunciation made familiar. The reading drill should necessitate the daily use of the dictionary, and no intelligent pupil should complete the Fourth Reader without being able to determine the pronunciation and meaning of words from a standard dictionary—once a rare attainment in most grammar schools.

The nature of the reading drill above described may be more clearly indicated by an illustrative lesson, and I select for the purpose the opening paragraph of "The Thunder Storm," an excellent prose selection by George D. Prentice:

"I never was a man of feeble courage. There are few scenes of either human or elemental strife upon which I have not looked with a brow of daring. I have stood in the front of the battle when the swords were gleaming and circling around me like fiery serpents of the air. I have seen these things with a swelling soul, that knew not, that recked not, danger. But there is something in the thunder's voice that makes me tremble like a child."

The class is supposed to be composed of twenty pupils, numbered for convenience from one to twenty inclusive, and the instruction and

drill are indicated by questions and directions. The drill on the passage should be preceded by a preparatory study of the selection as a whole, with a biographical study of the author, as follows:

Who was the writer of this selection? What do you know of his history? In what war did he serve as a cavalry officer? [The Mexican war,] What influential paper did he long edit? What kind of prose is this selection? Who can give the story on which it is based?

No. 5 may do so. Did Mr. Prentice also write poetry? Name one or more of his poems. No. 7. Who can repeat a few lines from any one of his poems? What is a characteristic feature of Mr. Prentice's style? No. 2. What do you see to admire in this selection? etc.

We are now ready to read the passage. No. 3 may read the first sentence. Does the writer say that he was never a man? Never a man of courage? What does he assert? No. 4 may read the sentence. What is the emphatic group of words? No. 3. [of feeble courage.] What is the emphatic word in the group? You may now read the sentence again. The class may read in concert.

What kinds of scenes are referred to in the next sentence? No. 10. What is meant by "strife?" No. 11. Give an example. What kinds of strife are specified? No. 16. What is meant by "human" strife? No. 12. Give examples. What is meant by "elemental" strife? No. 20. Give examples. Name the four "elements" of the ancients. No. 15. What is the meaning of "scenes?" No. 19. What was its original meaning? How were these scenes looked upon? [with a brow of daring.] What figure of speech is this? [Metaphor.] Would "without fear" express the idea as strongly? How does the brow express courage? [Here the teacher may teach and illustrate the effects of courage and fear on the expression of the face.] Which is the stronger word, "courage" or "daring"? No. 7 may read this sentence. No. 15. The class in concert. No. 1, the two sentences. No. 18.

No. 4 may read the next sentence. Where does Prentice say he has stood? Where in the battle? Why "in the front?" What is the meaning of "circling?" No. 6. Of "gleaming?" No. 2. What is the difference between "gleaming" and "flashing?" Which is the better word for this place? With what are the swords compared? No. 14. What is the figure of speech? [Simile.] The meaning of "fiery?" No. 13. What is the emphatic group of words in the simile? No. 9 may read the sentence. No. 17. What letter is silent in "swords?" No. 8. Write the word phonically on the board. The class may pronounce it. No. 11. No. 14. No. 16 may read the sentence, the three sentences. No. 13.

No. 17 may read the next sentence. What figure of speech is "with a swelling soul?" No. 2. [Metaphor.] Why does this phrase express courage? Express the same idea in simple language. No. 12. [without fear.] Which is the stronger expression? Which is the stronger word, "knew" or "recked?" No. 18. What is the meaning of recked? The original meaning? No. 19 may read the sentence. No. 20 may read to the first comma; the closing part of the sentence. What is the emphatic word in the closing part? No. 11. In the first part? Class may read the sentence.

What change of feeling is indicated by the closing sentence? No. 5. Read the sentence. What word is the hinge on which the vocal expression turns? Class. [But.] What is meant by the "thunder's voice?" No. 10. What figure of speech is this? [Personification.] Why is "voice" a better word here than peal or roar? Note the beauty of referring to the thunder as a *person*. What figure of speech is "like a child?" [Simile.] Why is the comparison a good one? No. 6 may read the closing sentence; the two closing sentences together. No. 1 may read the entire passage. No. 9 may read it.

These questions indicate very imperfectly the instruction and drill that may be based on this simple paragraph. It is seen that question and drill go hand in hand. The one picks the thought out of its verbal husk and kindles the feeling, and the other gives them proper utterance. It is evident that reading thus taught must enlarge the pupil's vocabulary, increase his command of language, train the voice, elevate the taste, sharpen the intellect, and refine and ennoble the feelings.

TEACHING AS A PROFESSION.

BY R. B. S.

Writers for educational periodicals have much to say about making teaching a profession, and much time and paper have been wasted in complaining that so many teach year after year without making any progress, using the same methods, becoming less enthusiastic as time rolls on. The modes of examining teachers are especially faulted. A few questions on the branches to be taught, submitted at stated times, without any reference to the age, experience, or success of the applicants, come in for a full share of merited ridicule.

A profession, in order that it may be properly so styled, must hold out, in the way of remuneration, inducement sufficient to invite the

person to make special preparation. It should afford him employment the whole year, or the wages should be large enough to carry him through the unoccupied portion, and leave no temptation to turn him aside to other pursuits, and thus in a measure disqualify him for the responsible position of teacher. But what are the facts? What are the wages of the great mass of teachers? Deduct superintendents, principals of high schools, and college professors, who receive fair salaries, and the majority of teachers are yet to be counted. Now what are the wages of this great majority? Take for example the schools of Tuscarawas County, Ohio. Here are the towns of New Philadelphia, Canal Dover, Uhrichsville, Dennison, New Comerstown and Port Washington, that pay their principals and superintendents fair salaries. But the schools of these towns employ at least fifty teachers, not including principals and superintendents. The wages of these fifty teachers do not exceed on the average thirty dollars per month, and were the time spent in teaching in all cases nine months per year, the salary received by each teacher would be only \$270. Now in the name of all that is consistent and just, how can a teacher afford to follow for life a profession that promises only \$270 a year. This may do while the teacher is unmarried and boarding with her relatives, but to ask her to be enthusiastic, to urge her to spend money for books, to attend normal schools, and to be active and progressive in the profession, requires an amount of "cheek" which the writer does not possess.

I am aware, however, that many do become enthusiastic in spite of these small salaries. The love which they have for the work carries them through, and makes them proficient and skillful teachers of the young. It is not amiss to say that to these faithful, self-sacrificing teachers our country owes a debt of gratitude.

The majority of our country schools are taught by young ladies and young gentlemen whose ages range from sixteen to twenty-four years. Teachers of these ages are too young to have much experience. Their knowledge of those subjects which should be understood before attempting to train the mind, must of necessity be limited. At our county institute, it is very noticeable that a majority of the teachers are quite young. Many of them are anxious to teach a few terms to get a little money to "finish their education," in order to engage in some other business. That these are the facts cannot be denied; but just how this state of affairs can be remedied, I do not at present see. The lower schools will always far out-number the higher, and the day is far distant when these lower schools will pay salaries sufficient to employ professional teachers. These schools must take the temporary teacher,—

the teacher who will quit the profession as soon as she marries, or finds a more congenial employment.

As this is a time of educational reform, it is probable that some reformer has considered this problem, and knows just how to solve it. If so, I hope the solution will ere long find its way into print.

JACOTOT'S METHOD OF TEACHING READING.

From Payne's Lectures.

In this method, the sacred mysteries of *b-a*, *ba* ; *b-e*, *be*, in pronouncing which, Dr. Bell gravely tells us " the sound is an echo to the *sense*," are together exploded ; those *columns* too, all symmetrically arranged in the vestibule of the temple of knowledge to the dismay of the young pilgrim to its shrine, are entirely ignored. The sphynx of the alphabet never asks him what *see-a-tee* spells, nor devours him if he fails to give the impossible answer, *cat*. The child who has already learned to speak by hearing and using whole words, not separate letters—saying *baby*, not *bee-a*, *bee-uy*—has whole words placed before him. These words are at first treated as pictures, which have names that he has learned to associate with the forms, in the same way that he already calls a certain animal shape a *cow*, and another a *dog*, and knows a certain face as *mamma's*, and another as *papa's*. Suppose we take a little story, which begins thus ;—

" Frank and Robert were two little boys about eight years old."

There is, of course, a host of reasons to show the unreasonableness of beginning to teach reading by whole words. We ought, we are told, to begin with the elements, put them together for the child, arrange words in classes for him, keep all the difficulties out of his way, proceed step by step from one combination to another, and so on. Reflecting, however, that Nature does not teach speaking nor give object-lessons in this way, but first presents wholes, aggregates, compounds, which her pupil's analytic faculty resolves into their elements, the teacher sets aside all these speculative difficulties ; and, believing in the native capacity of the child to exercise on printed words the same powers which he has already exercised on spoken words, forms the connection between the two by saying to the child, " Look at me " (not at the book). He then very deliberately and distinctly, but without grimacing, utters the sound " Frank " two or three times, and gets the child to do the same repeatedly, so as to secure from the first a clear and firm articulation. He then points to the printed word, repeats " Frank "

and requires the child, in view of it, to utter the same sound several times. The first word is learned and known. The teacher adds "and." The child reads "Frank and." The teacher adds "Robert." The child reads "Frank and Robert." The teacher asks "Which is 'Robert' ? 'and' ? What is that word ?" (pointing to it), "and that ?" etc. The teacher says "Show me 'and,' 'Robert,' 'Frank,' in the same page—in any page."

The same process is repeated with the rest of the words of the sentence, and comes out thus :—

Frank

Frank and

Frank and Robert

Frank and Robert were, etc. ; the pupil is told each word once for all, and repeats from the beginning, that nothing may be forgotten. By thus (1) learning, (2) repeating, he exercises perception and memory.

Suppose that the next sentences are—

"They were both very fond of playing with balls, tops and marbles.

"One day, as they were playing in the garden, it began to thunder very loud and to rain very hard.

"So they ran under the apple tree."

All the words in these sentences may be gradually learned, in the same way, in four, six, or ten lessons. There is no need of haste. The only thing needful is accurate knowledge—to have something thoroughly, perfectly, immovably known.

The child has up to this point imitated the sounds given him, has associated them with the signs, has exercised observation and memory ; so that wherever he meets with these words in his book, the sign will suggest the sound—or given the sound, he will at once point out the sign.

The teacher may now, if he thinks fit, begin to exercise the child's analytical and inductive faculties ; not, however, on any symmetrical plan. He says, "Look at me," and pronounces very distinctly *f-rank*, repeating the process in view of the printed word. He does the same with *f-ond* and *f-ast*, and asks the child "Which letter is *f* ?" (the articulation, not the name *ef*). The child points it out, and in this way *f* (that is, the articulation, the power of it) is learned and known.

The teacher covers over the *f* in *frank*, and asks what is left. The child replies "*rank*." The teacher proceeds as before, uttering *r-ank*, and requiring the child to read for himself *R-obert*, *r-ain*, *r-an*, and thus the articulation of the initial *r* is mastered. In the same way, the articulation *l* is gained from *l-ittle* and *l-and*. Nor do the mutes, as *b* and

p, present any difficulty. The utterance of *b-boys*, *b-oth*, *b-alls*, *b-egan* suggest the necessary configuration of the organs, and the function of these letters is appreciated.

The teacher may next, if he pleases, though it is not necessary to anticipate the natural results of the process, try the synthetic or combining powers of the child. He writes on a black-board, in printing letters, the words *fold*, *falls*, *fops*, *fain*, *fond*, *fray*, *ray*, *lap*, *lank*, *flank*, *last*, *loth*, *lops*, *let*, *lair*, *lap*, *bank*, *bat*, *bold*, *bay*, *blank*, etc., and requires the child, *without any help whatever*, to read them himself. Most children will do this at once. If there is any difficulty, a simple reference to the words *Frank*, *lap*, *boys*, etc., without any explanation, will immediately dispel it.

It is not necessary, I repeat, for the teacher thus to anticipate the inevitable results of the process. The quickened mind of the pupil will, of its own accord, analyze and combine, in its natural instinct to interpret the unknown by the known. The only essential parts of the process are learning and repeating from the beginning; all the rest depends on these. And in guiding the mind of the pupil to the intellectual use of his material, the teacher should be under no anxiety about the length of the process. He should often practice a masterly inactivity; should know how to gain time by losing it—to advance by standing still. If he have a genuine belief in the native capacity of his pupils' minds, he need have no fear as to the result. The pupil (1) learning, (2) repeating, (3) reflecting—*i. e.*, analyzing or decomposing, (4) recombining, is all along employing his active powers as an observer and investigator, and learns at length to read accurately and to articulate justly. The names of the letters may be given him when he has thus learned their powers. It is a convenience, nothing more, to know them. The young carpenter saws and planes no better for knowing the names of his tools.

Such is Jacotot's method applied to the teaching of reading. It ought, by theory, to accomplish this object, and it *does*. While philosophers are discussing the propriety of learning a subject without beginning *secundum artem* at what they call the beginning, the child, like the epic poet, dashes *in medias res*, and arrives at the end long before the discussion is over. A young investigator of this school, initiated in the habit of actively employing his mind on the subject of study, laughs at the ingenious arrangements, however kindly meant, furnished by various spelling-book makers, to aid him in his career. He turns aside from *ram*, *rem*, *rim*, *rom*, *rum*,—*adge*, *edge*, *idge*, *odge*, *udge*,—indeed, from all the scientific permutations made for him on the assumption that he cannot make them himself. He is told that there is a go-cart provided to help him to walk,—that the food is ready minced for

his eating ; but he chooses to walk and comminute his food for himself. Why should we prevent him ?

This method is essentially the same as Mr. Curwen's "Look-and-Say Method," and that of the little book entitled, "Reading without Spelling, or the Teacher's Delight ;" the only difference being that the teacher here employs the process consciously as a means of developing and training the mental powers as well as of teaching to read, of education as well as instruction.

NOTE BOOKS AND NOTE TAKING.

BY R. S. KEYSER, PH. D.

There are many teachers who do not appreciate the usefulness of professional note books. Yet teaching is a profession in which there is special need to gather up all the lessons of experience. A really good teacher is built upon no model ; he is a natural growth, an evolution. But in order to grow he must have steady food, and he needs to assimilate as many of the ideas of other men as he can. Mere copyists never attain to any high degree of success. But progressive teachers are awake to suggestions wherever they find them, and use these or modify them as needs require. Some say that if they cannot remember a hint without writing it down it can have no real value for them. They might as well say that knowledge which they cannot retain without effort has no value for them. They would have little substantial knowledge if they did not take some special pains to gather and preserve it.

Many teachers make notes at various times of things which they think will be of service to them. It is too often the case that these are jotted down on the spur of the moment and are misplaced and forgotten before there comes any occasion when they can be used. Loose memoranda are seldom of much real value. They should all be gathered into some permanent form. A well arranged and well kept professional note book, or a series of note books, in which is collected the best fruits of what he has heard, read, or thought about his work, will prove a great help to every teacher. Everything that pertains to his work has a value for him. He knows where to find knowledge about the subject matter which he teaches. But ideas as to the ways of teaching this are not so easily obtained. The various ideas upon educational work which occur to him at any time, when he has

visited a school and noticed points to be imitated or condemned, or when he is thinking over his own work, ought to be carefully preserved in his note books. They may not be available at the time, but there will in all probability come an occasion when they will be of service, and if they have not been written they will most likely be forgotten.

At teachers' associations and institutes the wide-awake teacher will be almost sure to make a variety of notes. These may be of value in the form in which he jots them down, but their value for him will largely depend upon the form which they take after they have passed through his own mind. It is well to write them down in one's permanent note book in the shape which they assume after they have been carefully thought over. He can make the best use of them when they have been colored and moulded by his own thought. They ought also to be amplified and corrected afterwards by noting down the results of his experience in using them. Oftentimes a single idea from another will prove fertile in valuable suggestions which ought to be written down before they flit out of the mind, perhaps never to be recalled. It not unfrequently happens that ideas which come to one in opposition to what he has heard or read will be of the most service to him and should be the most carefully preserved.

A teacher like other people has his inspired moments when he surpasses himself. He sometimes talks to a class upon a certain subject with special success. The outlines should be carefully written out afterwards in his note book for use when he probably will not be inspired and has not time for thorough preparation. Under the inspiration of the moment he sometimes hits upon a new explanation or illustration which just suits the case. If he does not put it away in his note book it is liable to go from him before he wants to use it again. A chance question from a pupil may call forth an explanation which the class would otherwise have missed, or reveal a new view of a subject which ought not to be passed by. The teacher should make sure that the next class does not depend upon its having a pupil of a like inquiring mind in order to get the same explanation. When he has prepared himself with special care upon some topic it is a good plan to keep a well digested synopsis of the material used. With this for a basis it is easy the next time to do still better.

It is important also to make note of one's failures. The great mistakes, especially in discipline and management, will be remembered. But those little expedients which have been tried and found not to work very well are liable to drop out of memory. It is important to have these put away in one's note book with the probable reason for their lack of success and the lesson to be drawn from them. At the

close of each term's work the wise teacher will take account of his failures and his successes and note down the things to be avoided and the new methods that he has found profitable.

Another kind of note taking which will be found fruitful is to have a slip of paper at hand on which to note down points to be looked up afterward. Many questions will be suggested to a teacher in the course of his school room work which he will not afterwards remember. By making note of them at the time and looking them up as soon as he has opportunity he will much increase his knowledge and in just those things which he most wants to know. Those questions to which answers cannot be found should be copied into a note book and preserved. In the course of time one will come across answers to them in all sorts of unexpected places.

An educational scrap book, or better a series of educational scrap books, will be found a great help to a teacher. He is, of course, a subscriber to one or more educational journals, in which he cannot fail to find many things that will be of practical value to him. He will be very apt to forget these just when he wants to use them, unless he has them at hand in such shape as to be easily referred to. Some persons keep files of papers containing things to which they may want to refer.

But in a few years the files get cumbersome. It is unhandy to consult them unless they are bound, and the teacher has so many calls upon his purse for other things that he seldom gets this done. The facts wanted are also mixed up with so much other matter whose interest has passed by that it takes needless time to find them. In his scrap book will be preserved only what has for him real value, and its bulk will not discourage him when he comes to use it. A series of scrap books in which everything is thrown together without system will soon become troublesome for reference. Either the scraps should be classified under appropriate headings, or a good index should be kept which will make everything immediately available. One who has not tried it will be surprised to see how rapidly a scrap book will grow and how many things of value he will soon have gathered into it. Scraps which will in some way be of use to a teacher can also be picked up from newspapers of all kinds of which he would never think of keeping files.

A carefully kept series of note and scrap books will in a few years form a professional library of much value. The fruits of a teacher's experience and the ideas he has met with which he thinks will be of service to him can all be found there, and they will help very much to make the influence and teachings of the past available for the work of the present.—*School Bulletin.*

LETTER FROM GERMANY.

I should have written ere this to my friends of the MONTHLY family had I not labored under the impression that I must give them a dose of German educational news. I have so far been two or three weeks in Germany and as yet know little of its educational institutions, but I can assure the MONTHLY that I am in a fair way to become posted, for I am here in Heidelberg, one of the oldest of German educational centers, and what is far better, I am living in the family of a German teacher with whom I am studying the language. As we cannot understand each other very well, it is useless at present to try the reporter business on him, but he tells me that in due time he will give me all the information I want. He is a teacher in a "Realschule" and must be well up in the profession, for he owns and lives in a \$15000 house. If the language and climate agree with me and I find that it is a common thing for teachers to own \$15000 houses, it may be that my Ohio friends will see my face no more.

There are no schools in session here now except the primary schools—all others commencing about the middle of October or the first of November. The primary schools have been in session since before my arrival, and I am told that they continue most of the year unless the thermometer indicates a certain degree of temperature, when they have vacation. This fact must certainly have a tendency to make hot weather acceptable to the juvenile portion of Germany (and O, how numerous they are!) and might tend to practical jokes on the teacher by "fixing" the thermometer. I can look from my window into one of these primary schools and can hear the pupils recite, a great deal of which they do in concert. The teachers in this school are all men and it seems funny to see big, full bearded men teach little children. Corporal punishment is not out of style here for I saw, only the other day, the teacher box a young "Deutscher's" ears and shake him up lively.

Before settling down in Heidelberg I spent some time in traveling—two weeks of it in Switzerland, where I had a pleasant and profitable time. Switzerland is such an inspiration, such an education! The dreams of years are there realized in small time and space. No matter where one goes or where one looks, some painting, some passage in literature, some fact in history or science is recalled. One can see so much in so short a time. There is the greatest variety of scenery in a small space, and access to everything worth seeing is made easy. The forests are removed or thinned out in such a way that, altho' the mountains seem to have sufficient verdure, yet the trees do not obstruct the delightful outlooks that are every where opening to the traveler.

Good roads and foot-paths run in all directions, hotels and eating houses abound, and travelers are numerous.

We entered Switzerland at Basel, a pleasant city on the Rhine, which here flows rapidly and which separates Basel from Little Basel, the latter place being in Germany. Basel is an old city and is first mentioned in history in 374. It contains many things of interest, but we spent most of our time in examining a collection of paintings in the Museum and in visiting the Munster or Cathedral. From the Pfalz back of the Cathedral I had a good view of the Rhine below me and of the Black Forest in the distance to the northeast. While enjoying this sight I saw a ferry-boat crossing the river in a manner that gave me a problem in Natural Philosophy. The boat was connected by a rope to a pulley which ran along a cable stretched across the river at right angles to the current. A girl managed the helm and all she had to do to take the boat across the river, was to hold the rudder to one side or the other. The problem is—How was the force of the current resolved to move the boat in a direction at right angles to the current?

From Bale I went to Lucerne, a charming summer resort on the loveliest lake in Europe. I appreciated the poet who said of Lake Lucerne, "Thy beauty hath bewitching charms," but I felt provoked when, on looking into my Guide-book, I found that the Germans had given the lake the horridly unpoetic name of "Der Vierwaldstatter See." In the city not far from the celebrated monument—"The Lion of Lucerne"—is the "Glacier Garden," an interesting relic of the ice period, with thirty two holes formed by whirlpools and still containing the rounded boulders that in former time did the excavating. These holes are of various sizes, the largest being 26 feet wide and 30 feet deep, and were discovered in 1872, when excavations were being made for building a house. The earth is all removed from that part of the garden containing the holes and the bare rock exposed to view.

The morning after reaching Lucerne we had a short ride across the lake to Vitznau and took the inclined railway to the summit of Mt. Rigi (5906 feet alt.). I shall never forget the view from Rigi Summit, for nothing could be more beautiful. Small streams like silver threads gleamed in the distance; nestling in the valley and guarded by mountains were lovely and historic lakes on whose bosoms boats were plying, but so far below that we could trace them only by their long lines of smoke; vales stretched "in pensive quietness between," and resembled vast crazy-quilts with their fields of varied vegetation. To the south, a line of snow-clad Alps 120 miles long was visible, and more to the west the Bernese Alps presented their frosty peaks. Occasionally clouds would envelope us or shut off the view by floating between

us and the objects below, but they only served to remind us that

“He who would ascend to mountain-tops will find

The loftiest peaks most wrapped in clouds and snow.”

Having seen what we could from Rigi's Summit, we thought it would be pleasant to walk down, for the paths were good and the distance seemed short. But distances are deceptive in mountainous regions, and what seems close by to the eye is generally far away to the feet. So it was with walking down the Rigi. Our short distance developed into nine or ten miles, and, not being accustomed to walking where it was so steep that we could with difficulty hold back, we were the next day obliged to spend most of the time indoors.

It was our intention to take the diligence over the Brunig Pass to Interlaken, but rain prevented, and we went to Berne by rail. I believe the short ride from Lucerne to Berne was the most varied and beautiful that I ever took. We had hills and mountains and bridges and tunnels; we saw streams flowing through valleys or falling over bluffs; we passed through valleys that were so well tilled that not a square rod seemed wasted, and even on the mountain side, where it seemed impossible to stand, we saw fields of grain; we watched with interest the peasants as they dug peat from the swamps and pressed it into nice black bricks which they laid out to dry; we noticed the large Swiss farm-houses, with dwelling in front, stable in rear and hay-mow in the upper story: and occasionally, from between the mountains, as the train hurried along, could be caught glimpses of snow-covered mountains that seemed to allure the traveler to their inspection.

The capital of Switzerland is built on a peninsula of sandstone rock, formed by the Aare which flows 100 feet below. Its surroundings are pleasant and the views from some of its parks grand. The principal business streets have arcaded sidewalks, that is, all that part of the buildings above the first story projects over the sidewalk and is supported by arches. Berne is characterized by fountains in almost every street, at which the women do their washing, streams of water running swiftly through the streets, curious clocks and towers, and quaint old houses with rows of chimneys and windows on the roofs. Another thing that characterizes Berne, and other European cities besides, is the number and convenient distribution of parks and public gardens. American cities and towns would do well to imitate this feature.

From Berne we went to Interlaken *via* Lake Thun, a lake that to me rivaled Lake Lucerne, for its scenery is grander and wilder, the mountains surrounding the lake being high and precipitous, and rising apparently right out of the water. At Interlaken we walked a few miles to get a glimpse of the Jungfrau and some other mountains that lift their

spotless heads to glorious hights, but we were disappointed, for the virgin that day chose to veil herself in clouds. Going back to Spiez, a little town on Lake Thun, I parted from my Ohio friend with whom I had traveled very pleasantly since leaving the steamer at Antwerp. He turned his face toward home, I still further from it. I confess to a somewhat lonesome feeling as I went alone among strangers. In the hotel that evening at table d'hôte, the guests were relieved of some of the monotony of the long courses by a concert given by three Tyrolese in national costume. The singing was accompanied by a performance on a Zither and a Xilophone, and was rather wild and crude. I was more interested in a young German who sat at my left and who bade me a pleasant "Guten Abend." I replied to his salutation and asked if he could speak English, but received a negative reply. However, we found out that both of us were going the same direction and agreed to go together. The next morning we secured a carriage and rode south through a valley in the Bernese Alps to Kandersteg, at the foot of a mountain over which runs a well-kept bridle-path through or over the celebrated Gemmi Pass, the highest point of which is 7553 feet in altitude. On the way to Kandersteg, we alighted from the carriage once or twice where the road was steep and circuitous and cut across the fields from one turn to another. At these places little boys and girls are to be found with fruits and curiosities to sell. A little girl had some wild strawberries for sale. They were red and about as large as peas. I thought it was rather late in the year for strawberries but indulged in a dish and enjoyed them. Afterwards I endeavored by motions and murderous German to impress upon my companion from Berlin that America was the land for such fruit and indicated the average size of good marketable strawberries. He listened with complacency and I was encouraged to relate to him some of the strawberry stories that Brother Peck pours into my ears every time he meets me at the State Association. These stories are to the effect that on the sandy hills of Belmont county strawberries grow to the size of oranges and apples. I certainly must have lacked Brother Peck's persuasive manner in telling the story, for my German friend did not show any signs of astonishment. He only shut one eye and shook his head. I know what such motions mean in English and could guess the meaning in German.

We left Kandersteg at 2 P. M. and started on foot over the pass. We were a silent couple as we walked slowly up the mountain, and nothing but exclamations escaped us as we turned occasionally and looked at the beautiful valley we had just left, or as we stood on precipices frightful in their height. The path was shaded at times by the

overhanging rock or by pine trees so arranged as to afford shade and yet not obstruct the view. After climbing about three hours we came to a comparatively level part of the road that skirted the eastern side of the mountain and that had a charming prospect. Below us was a deep, narrow valley through which ran a muddy stream from a neighboring glacier. Into this valley, other valleys and glacier torrents emptied, while all around rose mountain peaks, some black and naked, others covered with eternal snow that glistened in its purity. Farther on, we passed for miles through a barren region which showed unmistakable signs of glacier action—not the little pin scratches that I have been accustomed to wonder at and look wise about in geological collections and scientific lectures, but scratches that amounted to something—like furrows in a field or gutters in a street.

By the time we reached the summit of the Pass, it was dark. We put up for the night at a small hotel and were up bright and early the next morning to see the sun rise. The hotel stands near the brink of a precipice 2000 feet high, overlooks a portion of the Rhone Valley and has a fine view of a part of the high Alps. I will not attempt to describe the sunrise but will leave my readers to imagine how the shadows lifted and the light stole around “those mystic peaks remote.” We spent three hours in visiting a small glacier that seemed *near by* the hotel, after which we began our descent to the Rhone Valley. The path down was like a huge stairway, in many places the upper portions overhanging the lower. After 2000 feet of steep descent we came to a tract more nearly level and passed through a village that was favored with twenty-two springs and fountains whose temperature varied between 93° and 123° Fahr. The water is impregnated with lime and is utilized in a large bathing establishment which we went to see. The principal bath is about four feet deep and in this the patients are required to remain four or five hours a day for twenty-five or thirty days. They are provided with floating trays at which they eat, drink, play cards, or read.

Going farther to the south we came to the Rhone Valley Railroad, where I took cars for Martigny, a small place situated on the Rhone at that point where it turns north to empty into Lake Geneva. The Rhone valley disappointed me, for it was not so picturesque as I expected to find it. It is wide and flat. From Martigny I went by carriage over the beautiful Tete Noire Pass to Chamouny, a place situated at the foot of Mt. Blanc and in full view of three large glaciers.

I was now in France, having crossed the boundary line during this ride of ten hours. Mt. Blanc does not look imposing from Chamouny; one must climb to a neighboring mountain to get a good view of its grandeur and size as compared with the surrounding mountains.

One morning I walked to the great glacier, the Merde Glace. One must climb about 3000 feet to reach it, and then if one is anxious to see much of it, still higher climbing must be done. Taking a guide I crossed the glacier (something over half a mile wide I judged) and found it slippery, wet and cool. Where there were inequalities of surface, steps were cut into the ice. The *crevasses* were interesting, being large and deep and into which occasionally piles of rock and finer material would tumble with a rumbling noise. Glaciers are not clean as I expected to find them but are, along the sides especially, quite dirty, owing to the material they transport. In the *crevasses*, however, the ice had a lovely green color. The moraines at the sides and termination of the Merde Glace are like hills and contain debris of rock varying in size from grains of sand to boulders as large as houses. The glacier terminates in a point between two hills of rock, and along the lines of contact could be seen loosened pieces ready to fall. I lingered about the glacier for hours and was deeply impressed with its silent grandeur and power.

Taking a diligence from Chamouny I again crossed the border between France and Switzerland and came to Geneva, a city too well known to need description. I visited many interesting points and then took rail to Basel, passing on the way Lakes Neufchatel and Bienne, and the city of Yverdon, where Pestalozzi had his school and where he earned a world-wide reputation. The railroad also passes through the Munsterthal, which is said to be the grandest and most interesting valley of the whole Jura range. The Jura scenery is less wild than the Alpine, but is very fascinating. From Basel I returned to Heidelberg, feeling well paid for my two weeks' sojourn in the Alps and wishing that all the MONTHLY family might have the opportunity to enjoy the same historic and invigorating sights.

JOHN E. MORRIS.

Heidelberg, Germany, September 28, 1886.

A TEACHER'S TRIALS.

This wail from one of the sons of *Madam John Taurus* we find in the *London Journal of Education*. In the hearts of how many of the MONTHLY family does it find an echo? Not many, we trust.

It's of no use talking about it, my friend; nothing you can say will convince me that a teacher is not the most unfortunate creature on the face of the earth.

I have had experience. I'm a teacher myself. At the age of sixteen I made my *debut* in the scholastic world, under what would be called the most favorable circumstances. That is to say, I had youth, health, determination, and—though you wouldn't think it now—some real enthusiasm, and a prodigious sense of duty. I hadn't any particular ambitions for myself—I did not expect to become a Comenius or a Pestalozzi. But for my scholars I hoped great things. . . . It makes me laugh now to think of what I was in those days. How careful I was in getting up a lesson! what toil I expended over patent methods of teaching, mnemonics that were poems, and mark books that were (to him who held the key thereof) Bradshaw's for neatness and conciseness! How my arms used to ache with the strain of writing on the blackboard for an hour at a stretch—at a stretch indeed, for I am not exactly a giant—to give myself practice and facility in the art. Ah, well! I know better now. At any rate, I know otherwise.

Of course, it wasn't to be expected my illusion should last. Amidst the thousand and one petty annoyances incidental to the profession—the perpetual noise, the hurry of work, the effort to give your best help to the workers, and the endeavor not to neglect those who *can't* keep up with the others—hope and enthusiasm, and all the rest of it, soon expire. You see what I am now—just a teaching machine—nothing else in the world.

I am not too proud to profit by other people's experiences. When I was young—younger than I am now, I mean—I read many books on teaching; I read Fitch, and Bain, and Spencer, and Locke, and a good deal else of which I don't now recollect the writers' names. And I put them by, one after the other, more surely than ever convinced that teachers, like poets, are born, not made. No one can say I didn't try to learn. I went to these great masters of the art in the spirit of meekness. But I didn't get much good from them. Somehow, I couldn't adapt my circumstances to their advice, or their advice to my circumstances. There was Pestalozzi, for instance. Pestalozzi used to stand his class before the wall, and make them count the rings on the wall-paper, and describe the position of each. All this to cultivate the perceptive powers, "without a careful formation of which" he says, "nothing can be done." Well! I didn't see my way to imitating Pestalozzi there. In the first place, I should have had a difficulty in persuading my principal of the beauty of such a method of teaching; and, in the second place, the walls of our school-room were painted, not papered. So I had to give up Pestalozzi. It was the same with all the others. They were too good for me, I suppose. I couldn't see how their schemes were to be carried

out. It wanted a bigger brain than mine to evolve, from "the cat sat on the mat," an interesting and instructive object-lesson.

Somehow, my endeavors to teach conscientiously always failed. The more I studied beforehand the matter of an impending lesson, and the manner in which I should give it, the less successfully did I progress when lesson-time came. Whether my anxiety made me nervous, or whether my memory wasn't to be trusted, or to what other cause my failure was due, I can't say; but it is a fact that, in my experience, I never taught so well as when I taught straight out of my own head, arranging my subject matter just as it came up.

Once I was reading history with a class of small boys, whose textbook was the renowned "Arthur's England." I read up the lesson over-night (it was in my conscientious days), and found it contained some account of the Battle of Spurs. I was wondering how I should make the children understand what a spur was like, when, turning the page, I came upon a picture of the two kings at Ardres, and they were represented each with a spurred heel. Congratulating myself on the drawing having saved me the trouble of description, I went serenely to my class. The Battle of Spurs was reached in due time by the readers, and I put the question, "What's a spur like? Any of you ever seen a spur?" Upturned faces, but no answer. "Well, turn over to the next page in your books, and you'll see one." The pages of eighteen books fluttered over eagerly, and—horror!—on the next page in their books was a picture indeed, but representing nothing more relevant than a ship, about which no spurs, naturally enough, were to be seen. It all flashed upon me in a moment. The book I had used was an older edition than theirs, and the illustrations were different. I explained matters as best I could, when I regained command of my voice, and next day brought *my* picture into class to show my pupils, and, as it were, convince them of my sanity; but I believe that to this day one or two of them don't entirely trust me, having a dim suspicion that on the occasion described I was playing the time-honored joke of "April fool."

You thought my pupils were pretty successful? Oh, yes; so they are. I admit that. They're successful in the eyes of the world. But the world only thinks of the half-dozen brilliant specimens that come out at the top of the lists. They don't know anything about the ten or twenty—well, we'll call them *untalented*—who form the bulk of every class; whose brains (if they have any more than are required to keep their legs straight) receive no fact without the teacher's three-week's patient repetition of the same.

I am exaggerating? Well, perhaps I am—a little. But what would

you think of a pupil who wrote you out the rule, "Nouns ending in *y*, preceded by a consonant, change the *y* into *i* in the plural, and add *es*," affixing to it,—“Example: *box*, *boxes*”? What would you say, on being informed that the “‘Mayflower’ left English shores in the year 1620, and reached America in 1671”? (One scarcely begrudges the Pilgrim Fathers “the remainder biscuit” after such a voyage!) This is the sort of thing we teachers have to put up with! How would you like it?

There is a girl in my mind at this moment—one of my class at the Anglo-French College—who drives me wild with an eccentricity peculiar to herself. She invariably heads her papers, at examination time, in such a manner that her name stands in the place of the name of the subject in which she is being examined. There is always a specimen heading on the blackboard, but what of that? Her papers stand thus:—

Page 1. Mabel Jones. Botany.

I remonstrate with her, but to no effect. Some days I try a little mild sarcasm. “The examination is *not* on Mabel Jones, I think,” I say, blandly: “If it were on Mabel Jones, the questions would be something like this:—

‘What color are Mabel Jones’ eyes?’

‘Enumerate and classify Mabel Jones’ hair-ribbons.’

But the questions are *not* like that; they are about Botany; so we’ll put Botany in the principal place.” She looks up at me and laughs, and blushes, and I laugh too, pretending that I think she did it by accident; but my mirth is hollow, for I know, as well as I know my own name, that she will do the very same thing again next time.

But surely teaching has its alleviations?

Oh, yes; there are alleviations. Keep your ears open, and you will hear some good things. Did I ever tell you of that child who “wrote what she knew” about the poll-tax in the following words:—“Wat Tyler killed the poll-tax because it was so cruel to his daughter.” It is wonderful what the imaginative power will do in some cases, as in that of the boy who, on being asked to explain the word *Romances*, replied that “Romances were houses built by the Romans.” I felt inclined to say, “Guess again!” Scripture history affords fine opportunities to pupils who are given to make blunders. I have been told that the Good Samaritan bound up the wounds of his enemy, “pouring in oil and *beer*”; and that Pharaoh rewarded Joseph’s foresight by giving him a gold watch-and-chain. One child defined *dolphin* as a “poor little child without any father or mother.”

And, of course, a clever pupil is an alleviation; and so are good class-books; and, greatest of all, the holidays!

"I oughtn't to speak in that way? Teaching is the noblest of professions?" Well, of course, there may be two opinions about that. I have had my grumble out, now, thanks to your patient ear, and feel better for it. After all, its not such a bad life. Still, I can't pretend to agree with the poet who thought—or *said* he thought—that it was a *delightful* task "to teach the young idea how to shoot." I wonder if he had ever tried it!

MAY I?

I am out of line with so many things that other teachers advocate that I come to you with the question, May I turn fault-finder?

There is no need of drinking water in school; it is a vicious habit.

Breakfast on well salted, fried ham, walk a mile to school, then tell me at 10 o'clock which will interrupt your work the more, to stop and get a drink or sit for forty-five minutes trying to swallow your palate. May I use some-discretion in my school-room or must I follow the ironclad rule?

Every pupil should learn both script and print.

Print letters should stand vertical; should be made with from one to four strokes, and will be called into requisition by only such of our pupils as become sign painters. The rest of the pupils will not need it, and all must unlearn the vertical and separate stroke before mastering the slant and smooth connection necessary to a legible script.

May I ask if some waste of time and material will not be the only perceptible outgrowth?

Never permit display of passion in the school room but maintain perfect evenness of temper and suavity of manner.

One of my boys played truant and forged the name of his mother to an excuse. I detected the fraud at once and was both angry and indignant. Dropping my voice below its ordinary pitch I expressed both my anger and indignation in such a manner as to put him to shame and enlist the pupils in my indignation at such roguery.

On another occasion I stepped out of the door to see a large boy slap a small one severely. My hand was in the collar of the large boy in an instant, and I suspect my face was flushed with anger. I was angry. In an unusually low tone I bade him go to his seat and for-

bade his participating in any game on the school grounds for four weeks.

The first boy has one truancy against him this year; the second, one fight.

Last year the first boy failed to make his grade from truancy, and the other was into or the cause of a fight for every month in the term.

May I ask if anger is an ignoble passion to be rooted out, or whether it may not be ennobling if felt and controlled?

If ignoble, may I ask why omniscience implanted it in the human heart?

May I ask if absolute silence except the tread of classes, and absolute stillness except the passage of classes, and if this alone, be order? If so I have none in my room.

Don't do police duty.

May I ask where, this side of heaven, I shall find fifty girls and boys every one of whom is so nearly perfect that no watching is necessary? If you can point me such a place, may I ask you to say to the directors of the school containing such a lot that I am an applicant for the teacher's position, and will work there a year without a salary for the sake of the society of such a community?—*B. E. C. in Missouri School Journal.*

NOTES AND QUERIES.

HELP WANTED.

Will some of the Ohio superintendents please to express their views through the MONTHLY on the following scheme of work for the schools of a small village, and oblige a new hand at the work of grading public schools?

We have four school-rooms, the schools are in session nine months in the year, and the course of study covers twelve years.

We have Appleton's readers, Ray's arithmetics, Harvey's grammars, and the Eclectic geographies.

READING. Eleven months devoted to oral primary work and First Reader, sixteen months to the Second Reader, fifteen months to the Third Reader, eighteen months to the Fourth Reader, and twelve months to the Fifth Reader. This covers the first eight years of the course.

GEOGRAPHY. Occasional oral lessons in home geography during second and third years, regular oral exercises in home geography and the

use of wall maps during fourth year, eighteen months in the Eclectic No. 1, and twenty months in the Eclectic, No. 2. This, we will suppose, is all the instruction in descriptive and political geography that the pupil receives during the whole *twelve* years.

ARITHMETIC. The usual amount of primary oral instruction in numbers during the first three years; Ray's Rudiments of arithmetic taken at the beginning of the fourth year and continued twenty-seven months; then Ray's Practical and Stoddard's Intellectual taken, and continued to completion, the former in twenty-seven months and the latter in eighteen months. This will include the first nine years.

GRAMMAR. In this we will suppose the requisite amount of object lessons given during the first three years; also, careful attention to the speech of the little ones. Beginning with the fourth year, let oral instruction and drill upon the most easily understood grammatical terms and construction be given once or twice a week for sixteen months; then let Harvey's Elementary Grammar be taken up at the beginning of the sixth year, and continued fifteen months. After three months cessation, let Harvey's advanced grammar be taken and continued for eighteen months. It will thus be completed at the end of the ninth year. Allow one year to intervene and to be used in the study of algebra, physical geography and physiology; then take the grammar for review and careful study during the eleventh year of the course. I say nothing of the time and attention devoted to writing and spelling. I would like to see in the MONTHLY a good many expressions of opinion concerning the merits and defects of the foregoing scheme. Is it too much or too little? Is the time properly distributed among the books used, or is undue time given to some of them? Is too much prominence given to some one branch, as arithmetic, for example? Is time enough given in all to be thorough? These are some of the questions I should like to have answered by those who have had experience in graded school work.

E.

We hope to receive a good many responses to this call. It is made in good faith, and it no doubt voices one of the chief difficulties of a good many young teachers who have charge of village schools. Help in this case will help many others.—Ed.

THE SUBJUNCTIVE MOOD.

In an editorial in "The Current" (Chicago) of Sept. 25, 1886, the following expressions occur: "Don Piatt says the duties on farming goods are a delusion and a snare. All right, if they *be*." "He can see this in India, if an Englishman *do* it, but" etc. "Unless we *be* misinformed, we sell agricultural machinery to the whole earth." "Either his hand *were* weak, or his doctrine *were* wrong, for at Khar-

toum and Pendjeh he showed the white feather." "He will be set upon continually by his opposers, with the demand that he *print* their arguments."

Are the italicized verbs in correct form? What is the mode of *print* in the last quoted sentence? The author of the sentences quoted says in a private letter, in defense of the verb-forms employed, "The drift of all good English is with me." Is this statement true? He also says, "Carlyle goes fully as far, I almost think" (in his use of the subjunctive, as does the author of these quotations). Is this true? Your querist is not specially familiar with Carlyle, but does not read him to that effect. H.

MASON AND DIXON'S LINE.

A correspondent asks where "Mason and Dixon's Line" is and why it is so called.

Mason and Dixon's Line is the boundary between the State of Pennsylvania and the States of Maryland and Virginia. A dispute arose about this boundary, and two English surveyors, Charles Mason and Benjamin Dixon, were appointed to make a survey and locate the boundary in dispute. It has ever since been known as Mason and Dixon's Line.

At the time of the discussion in Congress about the admission of Missouri as a State, John Randolph used it in a figurative sense as the boundary between free labor and slave labor. It has been used ever since as a general designation for the dividing line between the free States of the North and the slave States of the South.—ED.

WANTS TO LEARN SOMETHING MORE.

DEAR EDITOR:—I once learned something by "pitching into" your language. I come at you again: Page 529, October Number, you say: "We have not seen a clearer *nor* a more exhaustive treatment of the subject, *nor* one" etc. Is not "*nor*" the correlative of "neither"? and is not "either" understood after "seen"?

I presume I'll wish I were *browsing* in some other pasture, but I'm asking in good faith. H.

"Nor" is correlative to neither; it is also correlative to not. See Webster or Worcester, unabridged. We do not think "either" is understood after "seen." That form of expression might be used if preferred, but we see no gain in clearness, force, or elegance. It is not always easy to discriminate in the use of *or* and *nor* after a preceding negative; but usage seems to give the preference to *nor*. The following may be claimed as good English: "Eye hath not seen *nor* ear heard." 1 Cor. 2: 9. "The eye is not satisfied with seeing, *nor* the ear with hearing." Eccles. 1: 8. "The king has *no* arbitrary power to give him; your Lordships have *not*; *nor* the Commons; *nor* the whole Legislature."—Burke. "Yet Paul did *not* waste all his hours in this idle vaporing, *nor* in the pleasures of the table."—Prescott. "I can *not* tell

which way his Majesty went, nor whether there is any one with him."—*Fielding*. Some of these examples seem very nearly analogous to the sentence in question. But we are willing to refer the question to the grammarian of the MONTHLY household. Let them consider the matter and bring in a verdict.—Ed.

The London *Punch*, of October 2, has a picture of two Scotchmen over their toddy, with this legend :

THE BAR-ED OF A-Y-VON !

Member of the "Northern Shakespeare Society," loq.: "Man ! you Wully Shakespeare maun hae been a maist extr'o'dinary pairson ! theer's thengs cam' entil his heid 'at wad never hae com' ento mine !—never !"

Q.

DR. WICKERSHAM'S ARTICLE.

I like the MONTHLY very much. Dr. Wickersham's article in the last number alone is worth more than the price of a year's subscription.

T. A. P.

DEAR EDITOR :—You say in the October number that you will be glad to hear from any of your readers after they have read Dr. Wickersham's article. That article alone is worth more than a year's subscription, to any thoughtful, earnest teacher. I acknowledge the force of your "questioning" relating to the "discipline of consequences," but it seems to me that repairing damage done, if required to be done in the presence of the entire school, carries with it a much greater punishment than that of mere physical labor. Two cases of discipline of consequences have come under my observation within the past few weeks. A boy threw nut shells upon the school room floor. When "school was called," before regular work was resumed, this boy was requested by the teacher to pass to the hall and procure broom and dust pan to sweep up and remove the shells. Such an act in the presence of forty pupil friends, with no winks and smiles of sympathy, means more than mere adjustment of damage done. It is just punishment for violated law.

The article contains volumes of sound doctrine, and too many "thank-you's" can not be given you for bringing such a helpful and thoughtful article before your readers.

With warmest regards to the MONTHLY family, I am

Yours truly,

WILBUR H. BENDER.

Janesville, Iowa.

THE ALBAUGH BILL.

DEAR EDITOR :—Please to print in your next issue the full text of

the Albaugh Bill, about which so much has been said and written of late; or at least give its main features. U. N. O.

We have not space for the entire bill. It amends sections 3915, 3916, 3917, 3920, 3922, 3923, 3929, 3941, 3949, 3967, 3978, 3981, 3987, 4014, 4017, 4019, 4023, 4024, 4026, 4032 and 4034, and repeals sections 3918, 3919, 4018 and 4033 of the revised statutes of Ohio. It abolishes the office of local director, places the entire management of all the schools of the township in the hands of the township board of education, which township board is to consist of one member from each sub-district, authorizes the appointment of a township superintendent, and defines the powers and duties of said superintendent.

We presume a copy of the bill may be obtained by writing to Commissioner L. D. Brown, at Columbus.—Ed.

QUERIES ANSWERED.

Q. 1, p. 526.—The United States began to exist as a nation, July 4th, 1676. See *Swinton's Condensed U. S.*, p. 300. The Treaty of Paris, September 3d, 1783, certificated the birth of the new nation. The formal operations of the government began with the actions of Washington's first cabinet. See *Barnes's Brief U. S.*, p. 151.

RICHARD F. BEAUSAY.

Pitt, Wyandot Co., Ohio.

Q. 2, p. 526.—Soon after the secession of Virginia, in 1861, the loyal people of the western section of the State took prompt steps to organize a State government which would be loyal to the National Constitution. A convention held at Wheeling declared the State offices vacant because of the treason of those who had been elected to hold them, and proceeded to form a regular State organization with Francis H. Pierpont as governor. This organization was recognized by Congress as the government of the whole State of Virginia, and her senators and representatives were admitted to seats. This loyal government of Virginia gave its consent to "the formation of a new State within the jurisdiction of the said State of Virginia." A constitution was formed and the new State of West Virginia was admitted by Congress. See Blaine's *Twenty Years of Congress*, Volume 1, Ch. XXI. P. S. D.

Q. 3, p. 526.—"Even" is an adverb, modifying *so*. "So" is an adverb, modifying *believe*. T. A. P.

The following translation of the whole passage gives the sense more clearly: "For since we believe that Jesus died and arose; even so [we believe] God, through Jesus, will lead forth with him those who fell asleep." "So" modifies "believe," and "him" has "Jesus" for its antecedent. The passage is found in 11 Thess., 4: 14.—Ed.

Q. 4, p. 526.—“Of” is a preposition and shows the relation of “where he had been” to “spoke.” “Where he had been” is the clause object of “of.” “Whom to trust” is a complex objective element; “whom” is the basis, modified by “to trust,” an adjective element of the second class.

RICHARD F. BEAUSAY.

Pitt, Wyandot Co., Ohio.

“Of” is a preposition, showing the relation between “*spoke*” and “*where he had been.*”

“Whom” is a pronoun, relative; the gender is indeterminate; objective case, object of “*to trust.*”

“To trust” is a verb, regular transitive infinitive mode, the attributive object of “do know.”

T. A. P.

“Whom to trust” is the object of “do know” and “whom” is the object of “to trust.”—ED.

Q. 5, p. 526.—Let $x^2 + y^2 = 8^2 = 64$; then by similar triangles, we have, $x : y :: 3 : 2$. From these two equations, we find, $x = 6.6564$ inches, $y = 4.4376$; hence $36 - 4.4376 = 31.5624$, and $24 - 6.6564 = 17.3436$; $\sqrt{31.5624^2 + 17.3436^2} = 36.0136$ inches.

J. W. JONES.

Let x = distance from the point where width of strip touches shorter side; then $2 - x$ = remaining part of shorter side.

8 inches = $\frac{2}{3}$ ft. Also $\sqrt{4 - 9x^2} \div 3$ = distance from the point where width of strip touches longer side; and $3 - \sqrt{4 - 9x^2} \div 3$ = remaining part of longer side. By similar triangles, $x : \sqrt{4 - 9x^2} \div 3 :: 3 - \sqrt{4 - 9x^2} \div 3 : 2 - x$. Reducing, $324x^4 - 648x^2 + 909x^2 + 144x = 308$.

By Horner's method, $x = .59054$ ft.

We now readily find length to be 3.00109 ft.

J. W. PFEIFFER.

Q. 6, p. 526.—The point at which the rope meets the ground is the center of an equilateral triangle, at each vertex of which stands one of the poles. The area of this triangle is 1558.8 ft. Drawing a perpendicular from each vertex to the opposite side divides the triangle into six equal right-angled triangles, each of which contains 259.8 feet, and the point of intersection of said perpendiculars will be the center of the original triangle.

The base of the triangle of 259.8 sq. ft. is 30 ft., from which we get 34.64 ft. as its perpendicular.

Taking 34.64 ft. as the base, and 50 ft. as the hypotenuse, of a new triangle, we obtain 36 ft. + as the length of the rope required.

Dayton, Ohio.

R. P. MERCER.

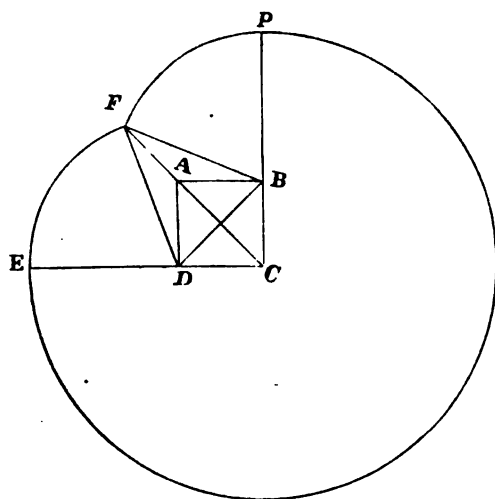
Same result and a variety of solutions by D. S. Pond, J. W. Pfeiffer, G. B. H., Richard F. Beausay, E. T. Boone, J. W. Jones, and Fred. Graham; the last named a pupil in the Garrettsville high school.—Ed.

Q. 7, p. 526.—Let 100 percent = value of pork. Then $\$2415 =$ total commission. Hence, 10 percent = $\$2415$; and 100 percent = $\$24150$. $\$24150 \div 70 = 345000$ lbs.

For a similar problem, let persons examine problem 3, page 217, Ray's Higher Arithmetic. In our view the question is the same.

J. W. PFEIFFER.

Similar solution and same result by T. A. P.



Q. 8, p. 526.—Let $ABCD$ be the barn 20 ft. square, with the horse attached by a 90 ft. rope at the corner C . It is evident that the horse can graze over $\frac{3}{4}$ of a circle the radius of which is 90 ft. He can also graze over two equal sectors, EDF and FBP , the radius of each being 70 ft., and angle at center being $56^\circ 39' 20''$; and over the two equal triangles ABF and ADF

F , the sides being 70 ft., 54.4144 ft., and 20 ft., respectively. Computing the area of each of these several surfaces and adding, we find the entire area over which the horse can graze to be 24699.863 sq. ft.

J. W. PFEIFFER.

Bolivar, Ohio.

D. S. Pond gets the same answer, within a very small fraction. E. Van Fleet gets 24688.31, I. C. Guinther gets 24333.22, G. B. Haggett gets 24900.0026, and Lafe Jones gets 24669.82. We think Mr. Pfeiffer's answer is correct.—Ed.

Q. 9, p. 526.—The amounts of $\$1$, at 6 percent, from 1 to 14 years = $\$19.46$. $116.76 \div \$19.46 = \$6 =$ annuity at simple interest. Considering the $\$6$ a perpetuity, we find its initial value $\$100$. Compound interest of $\$100$ for 14 years, at 6 percent = $\$126.0904$.

Hence $\$126.0904 - 116.76 = \$9.33 =$ difference.

J. W. PFEIFFER.

Q. 10, p. 526.— $\frac{1}{2} + \frac{2}{3} + \frac{3}{4} = \frac{17}{12}$, which is supposed to be twice the work that the three can do.

$\frac{17}{12} \div 2 = \frac{17}{24}$. Then $\frac{17}{24} - \frac{1}{2} = \frac{7}{24}$, C's part of the work; $\frac{17}{24} - \frac{2}{3} = \frac{11}{24}$, B's part of the work; $\frac{17}{24} - \frac{3}{4} = \frac{5}{24}$, A's part of the work.

These fractions are to each other as 7, 11 and 13. Their sum = 31.

$\$16.74 \times \frac{7}{31} = \3.78 , C's share.

$16.74 \times \frac{11}{31} = 5.94$, B's "

$16.74 \times \frac{13}{31} = 7.02$, A's "

T. A. P.

QUERIES.

1. What is a nation? Is Canada a nation? Is Ireland a nation?

R. F. B.

2. What are the proofs of the earth's rotation? R. J. W.

3. What force has "now" in the sentence, "*Now* the ark was a very holy thing?" J. J. MOSER.

4. What is Lynch Law? What is the origin of the term?

5. What is the origin of "Mind your p's and q's?"

6. A ladder leaning against a house just reaches the top. When moved out 12 feet at the bottom, on level ground, it lacks 6 feet of reaching the top. How high is the house and how long the ladder?

E. T. BOONE.

7. A note of \$312, given April 1, 1872, 8 percent from date, was settled July 1, 1874, the exact sum due being \$304.98. Indorsed: April 1, 1873, \$30.96; October 1, 1873, \$—; April 1, 1874, \$20.40. Restore lost figures in second payment.

M. A. L.

Dexter City, Ohio.

8. In extracting the cube root of a perfect integral power, the operator found the last complete dividend to be 241,984: what was the power.

R. J. W.

9. A lot in the form of an equilateral triangle has an altitude of 4 rods. What would it be worth at \$600 an acre, and what would it cost to fence it at 75 cents a rod?

M. A. L.

10. A pole 150 feet high stood vertically on a hill-side. It was broken by the wind but not severed; and the top fell directly down the hill, striking the ground 35 feet from the foot of the stub. A horizontal line from the foot of the stub to the broken part, is 20 feet. What is the height of the stub? I offer a year's subscription to the OHIO EDUCATIONAL MONTHLY for the first correct solution by arithmetic.

G. W. T.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

Students of Shakespeare will find entertainment in the first article of this number, "Know Thyself." Its author is a well known member of our craft.

The younger members of the family will find good things for them in Miss Sutherlands "Hints," and none are too old(not even Mr. McMillen) to be entertained and instructed by what she has to say.

Mr. Morris's very racy and entertaining "Letter from Germany" will be read with interest by all and especially enjoyed by Mr. Morris's friends and acquaintances. Many will grieve at the possibility he hints at of our seeing his face no more. We hope at least to hear from him often. Perhaps Mr. Peck should explain about those Belmont County strawberries.

The article in this number on "How I Was Educated" cannot fail to interest all the readers of the MONTHLY. The scholarly attainments and high position of its author add weight and interest to what he tells us about his early training. The older members of the MONTHLY family will bear testimony to the faithfulness of the portrait he draws of what school education was forty years ago. It will afford all an opportunity of making some comparisons and of forming a judgment in regard to our progress. We are glad there is more to follow.

We are near the end of another year. One more number will complete volume XXXI. We are gradually carrying out our plan of discontinuing all subscriptions at the expiration of the time, unless otherwise ordered. The result thus far is a slight reduction of the subscription list and a small increase of cash receipts. We would like to start the new year with several hundred new subscribers, and this we can do with the help of our friends. If every one of our present subscribers would send us one new subscriber between now and January 1st, 1887, it would make us very happy.

but beyond that he is at a disadvantage. When possible, let the normal graduate go on and finish a college course, as so many of these principals have done and all the world will be open to him. But let him stop short with his normal diploma, and he practically settles down on an \$800 basis."

Another lesson is for the non-graduates, as follows:

"The non-graduates stand pretty well. There are many men to whom circumstances have made a college or even a normal training impossible, and who feel discouraged in view of the preference usually given to graduates. But they must remember that a diploma is only an indication of what a man is. It is more readily recognized than most indications, because it is definite and well-known and usually of weight. But college doesn't make a man: it simply develops what was already in him; and though it does it more effectively for the average man than any other agency thus far discovered, so that a college-course is usually an economical exertion of effort, yet a man may educate himself outside of college, or he may have born in him what few college boys can attain. So while the non-graduate has to demonstrate by successful work some things that are taken for granted in one who can show a diploma, it is to be remembered that this demonstration may be made effective. The non-graduate works at a disadvantage, but nevertheless his work tells; and in the long run work is the only thing that does tell. So there is no reason why a man should mould in an out-of-the-way place because he never graduated. If he has the native tact of a teacher and has been progressive and successful, he and his work are wanted in more important positions."

Whether or not these lessons are clearly taught by the facts and figures given, they are wholesome and true. The advantage is with the college-trained man, as a rule: but those who are denied the opportunity of college training still have a chance in the race. They should endeavor to make up, by industrious and persevering application along the way, for the want of early opportunities; and this may be done in a great measure.

School examiners are not without their share of difficulties and perplexities. This is especially true of those who put conscience and heart into their work. They meet many cases in which the way of duty is not clear; and sympathy and duty often contend for the mastery, with the former most frequently in the ascendency. It is not hard to fix a standard, say 70 or 75 percent, and license all who reach it and reject all who fall below; but the end sought cannot be attained in this way. Experience shows that some very excellent teachers will sometimes fall below the standard, and some who are not fit to teach will reach it. Scholarship is very desirable in a teacher; but scholarship varies in kind as well as in degree. Nor is it the only essential. A growing teacher is better than one of finished growth, of whatever degree. Then there are questions of character—of heart qualities, purpose and manner of life, professional spirit, ability to control and influence, aptness to teach, etc., all of which are important but not easily estimated.

It is not long since a board of examiners had before it the following three cases at the same meeting:

1. A young lady of undoubted moral character, an attractive face, and pleasing manners. She held a certificate from another county, and had taught several terms. Her examination, after two trials, revealed a low grade of scholarship. Her memory retained some facts which she had learned, but there was great lack of originality and mental grasp, and very little knowledge of the meaning and use of words. After a good deal of consideration, the cer-

tificate was withheld. It is scarcely necessary to add that in taking this action the examiners did violence to their gallantry as well as their sympathies. There is some consolation in the hope that it may prove to the young lady a blessing in disguise.

2. A second case was that of a man in middle life, of fair scholarship, and with considerable experience in teaching. There was no question about his ability to control a school and give instruction in the usual branches of study. He had taught in the same district for two years, and the directors wished to employ him again. But there was doubt as to some other important qualifications. He was addicted to the use of tobacco, and it was suspected that he sometimes indulged in the use of intoxicants, though there was no evidence that he was guilty of intoxication. To say the least, his aims and purposes were not high, his manners and tastes were not refined. His case was held under advisement.

3. The third case was also a man in middle life, and a man of more than average scholarship and of unusual skill as a teacher. He had taught the same school for several years, and the directors wished to continue him, even urgently and importunately soliciting a renewal of his license. It was known that he had been repeatedly guilty of intoxication. His last certificate was granted under a written pledge from him of total abstinence. This pledge he violated, and there was also evidence that he was guilty of profanity. The certificate in this case was unhesitatingly refused.

The facilities afforded examiners in Ohio for discriminating wisely in the matter of licensing teachers are limited. When all the examiners' knowledge of candidates is obtained in the examination room, mistakes are inevitable. Examiners ought to be well acquainted in their respective counties; and they ought to keep themselves informed, as far as possible, of the success and general deportment of the teachers they license.

HINTS FOR YOUNG TEACHERS.

The query whether any one can so thoroughly appreciate the difficulties of young teachers and so thoroughly sympathize with them as a woman who has passed through the same experiences is one that will arise. It may be that my position adds a tender interest to the hopes I have for their success. Every year girls go forth from my care so lovely in character, and so marked by all the traits that distinguish the good pupil, that, as Prospero said of Miranda, I fondly say as I look at one of them,

"She will outstrip all praise,

And make it halt behind her."

Believing that the first two or three years will almost decide the whole professional career of a teacher if it is not ended at the expiration of that time, it sometimes seems to me that whoever directs it well, does almost the greatest service that can be done for the cause of education. It is a truth so often reiterated that we almost hear it without thinking of its meaning, that the great majority of our teachers come from schools and colleges to the school-room without any special preparation for their work. Many young girls go from school-rooms where, even for work much less arduous, problems requiring much

less thought, and duties with but a shade of the same responsibility, they have had the helpful influence of the constant, inspiring care of stronger characters. We speak of the great transition that the child makes when from a good home where he has had the tender care of a loving mother he goes to the school-room where so much is new and strange to him. Our sympathies should extend to the young teacher who from the sheltered gladness of happy school-days, perhaps from the care of those who have had that knowledge of her character which comes from the daily association of three or four years, passes to the guidance of those who, however wise and good, must study her before they can give her the best aid in the solution of problems which increase in number every day, and in seriousness also, for the one who looks with thoughtful eyes into the perplexing relations of the actual and the ideal education.

One of the first ideas that should be impressed upon young teachers is that there is nothing in true teaching that is incompatible with the development of rounded womanhood; and that, consequently, even though they expect to teach but a short time, it should not interfere in the least with their desire to be the best kind of teachers. The school-master and the school-ma'am of fiction are things of the past, if, indeed, they were ever other than the creations of the fancy. And only the child either in years or in mind will ask the question, *in any shape*, "Why does the school teacher have to have a boarding place?" In these days either willingly or unwillingly, either through respect or fear, the majority even of her own sex concede to lady teachers a good social position.

The young teacher should be impressed with a proper sense of the dignity of her calling, neither regarding it as something of which to be ashamed, nor feeling that after the five or six hours of her sojourn in the school-room are ended, frivolity or giddiness are consistent with her position.

The teacher who will not subscribe for an educational periodical in the first few years of her teaching because her salary is low and she thinks she had better wait for an increase, will, most probably, wait in vain for the higher salary. What could be better for a young lady who feels that she is failing in good teaching because her discipline is not what it should be than the frequent study of the paper "Discipline as a Factor in the Work of the School-room" in the October number of the MONTHLY? And even the one so unfortunate as not to realize her weakness might be aroused by its reading to see the contrast between such noble discipline and its almost total absence.

The difference between the professional teacher and the one who is teaching simply because she is incapable of "making as good a living any other way" is clearly shown by their attitude towards educational literature, teachers' institutes, and teachers' associations. I am grateful to the superintendent who, when I was a young teacher, exerted such an influence that, although he never expressed it in exact words, I felt I should lose his esteem if I did not endeavor to improve myself by what I could gain through the county institute and State Association. I like the way that a true educator gave advice at our last State Association, "Spend royally in your profession." If in looking around among our older teachers we find those who are not readers and thinkers, investigation will lead to the discovery that when they first began their work they put off studying until they were older so as to have "a good time," or in their ambition to dress well, gave time to sewing that could have been employed to better advantage, or tired themselves out so in labor that did not

even bring sufficient reward in the true advancement of their pupils that they were incapable of real study.

Too many teachers have never seen any schools outside of their own town or city. If visiting schools is so limited, there is great danger that the same mistakes will be copied until pupils from all parts of a city show the same defects in mental training. Young teachers should be encouraged to visit the best schools within a reasonable distance from their own, should be allowed their salary when their time is so occupied, and upon their return should be encouraged to discuss freely with their superintendent the good and bad points of what they saw. A blind imitation of a teacher's work, even though that teacher be a training teacher, is not a good thing; but to observe good teaching keenly must arouse thought, and create a pure ambition to do excellent work.

Too many young teachers are apt to estimate their work by the comparison of their percents with those of another school of the same grade, little realizing what the teacher of experience and wisdom feels, that one must have a very full knowledge of all pertaining to these percents before he will regard them as any criterion by which to judge a teacher.

To me it seems that the most marked fault of the teaching of young teachers is a lack of definite or proper aims. Sometimes, although I hope not often, it is the chief object to "get through another day without killing any one or being killed." Sometimes, I fear oftener, it is to get through the course marked out by the superintendent for a certain limited time, and have as many pupils *pass* as possible. Therein is comprised the sum of all their aims. Whereas, every day, for every class, for the primary school just as certainly as for the high, preparation should be made with these questions in view:—What mental discipline do I expect this to give? What knowledge do I desire to have the pupil make his own certain possession, not for a test but for all time? To what readiness in the use of this knowledge can I train him? How can I best fit him for his next step in intellectual progress? And at the close of the day the work should be tested by its fidelity in the accomplishment of these aims: not to depress one if they have not been perfectly secured, but to make her determine with a brave heart to try to remedy in the next day's work that which has been amiss in this.

Young teachers who number among their friends an older teacher of scholarship, skill and enthusiasm in teaching, and of a high sense of honor, should talk to her freely of their difficulties, and seek the counsel which has attached to it the value of personal experience. Sometimes they do not make the most of this advantage from a false pride. Again, they are afraid of "talkingshop." Whilst I should shrink from this in its bad form, and cannot approve of intruding petty questions relating to school government or the needs of the school upon superintendents and directors when one meets them in society, I am very decidedly of the opinion that those who never discuss educational topics have little interest in their profession, and less knowledge of psychology as related to the science and art of teaching.

The faults of young teachers in school government are but the characteristics of youth, and with wise direction and a reasonable amount of patience on the part of the superintendent where there is one, there are many cases in which they can be largely overcome. All young people are more or less given to ex-

tremes. It is impossible for a teacher to be too kind; it is possible for her to indulge in mistaken kindness. When this results in disorder, she is apt to change abruptly to a cross and disagreeable manner of address, which either stirs up a childish mutiny, or makes the children so fearful that their disturbed state of feeling interferes with mental and moral training. Not only for the sake of the pupils is this to be deprecated, but for the sake of the young teacher. How sad, instead of the pleasant voice we have grown to love, to hear the harsh, unnatural tones, mistakenly supposed to be necessary to command obedience!—instead of the loving trustfulness which has belonged to a young lady as a pupil, to find her characterized by querulous distrust. When such a girl possesses any traits that warranted her appointment, she should be dealt with very tenderly, very firmly, but very candidly, and not peremptorily discharged without having been told where her faults lay nor how to remedy them.

The employment of women assistant superintendents, superintendents of primary instruction, or as principals with time to assist and guide the young teachers under their care, is wise and expedient; but women are not fitted for such positions who make the teachers under their charge feel too keenly a social or intellectual distance which destroys that sympathy essential to the highest results.

MARGARET W. SUTHERLAND.

EDUCATIONAL INTELLIGENCE.

—Township high schools are becoming quite numerous in Trumbull county.

—Chicago has been selected as the place for holding the next meeting of the National Educational Association.

—A meeting of the Summit County teachers' association will be held at Akron, on Saturday, November 13.

—The Wyandots held their quarterly meeting at Fowler City, October 30, with a very full and very excellent program.

—A good program was carried out at the meeting of the Darke County teachers' association held at Greenville, October 9.

—The next meeting of the State Board of Examiners will be held at Columbus, beginning at 9 o'clock, December 28.

—The annual meeting of the Eastern Ohio teachers' association will be held at St. Clairsville, the Friday and Saturday following Thanksgiving.

—The 42nd annual meeting of the Massachusetts Teachers' Association will be held at Boston, on Friday and Saturday, November 26 and 27.

—Ashtabula has recently dedicated a new high-school building, erected at a cost of \$33,000. Among the addresses delivered on the occasion of the dedication was one by Supt. I. M. Clemens.

—The term of office of Supt. A. W. Kennedy, of Girard, Trumbull county, as county school examiner has expired. Mr. K. has held the office for twelve years. Profs. W. N. Wight, of Niles, and L. P. Hodgeman, of Mineral Ridge, as well as Mr. Kennedy, have been suggested for the position. J. H. E.

—The annual meeting of the Central Ohio Teachers' Association will be held at Columbus, November 12 and 13. Arrangements have been made with railroads and hotels for reduced fare. To give teachers an opportunity of attending, it is the custom to dismiss the schools in that part of the State on Friday, thus insuring a large attendance.

—On the evening of October 7, 1886, Superintendent O. T. Corson of Granville was elected to supervise the schools of Granville township, at a salary of one hundred dollars for the remainder of the current school year, and, on condition that his services as township superintendent shall not interfere with his duties as village superintendent. Mr. Corson possesses great executive ability. His success in the field of township supervision is assured. B.

—On Saturday, October 2, the teachers of Van Wert county organized a branch of the "O. T. R. C." in connection with a "*County Institute*." A meeting of the association will be held the first Saturday of each month throughout the year. Number of members forty-two.

The following officers were elected for the present year: President, W. F. Hufford; Vice President, Electa Shepard; Secretary, Rosa Evers; Treasurer, D. R. Boyd.
ROSA EVERS, Sec.

—A meeting of the Madison County teachers' association was held on Saturday, October 16. C. E. McVey, of Hamilton County, read an excellent paper on composition writing. Dr. Scott, of the State University followed with an address on "The Spirit of the Teacher," which was brim-full of excellent matter and presented with deep feeling and earnestness. Abram Brown, of Columbus, came in near the close of the meeting and gave us a very pleasant talk. The number present and the spirit manifested give promise of a good year.
A. A.

—The Board of Education of Warren township, Belmont County, is trying to arrange for a certain union of interests between their schools and the schools of Barnesville. The union proposed involves free admission to the Barnesville high school for properly prepared pupils from their schools, and the supervision of their schools by the Barnesville Superintendent. Both boards seem favorably disposed, and it is not improbable that the arrangement may be effected next year, if not this. The good work of improving the rural schools goes on in spite of the dilatoriness of the law-makers.

—The Morrow County Teachers' Institute, held at Mt. Gilead, beginning August 16 and ending August 27, surpassed, in interest and attendance, any former meeting of the kind in the county. The enrollment was 208. Professor R. B. Marsh was the only foreign instructor, assisted by Messrs. J. H. Snyder, B. T. Jenkins, A. L. Banker, T. D. Riddle and M. W. Spear. Six evening meetings were held, consisting of lectures by Professor Marsh and Superintendent M. Manley, of Galion, and literary work by the teachers. M. W. Spear was re-elected president for the coming year; Miss Bell Knox, secretary; and B. T. Jenkins, treasurer. S.

—The South Western Ohio Teachers' Association held its first meeting for the current year in Hamilton, September. 25. Hon. Allen Andrews of Hamilton, President Thos. A. Pollok of Miamisburg, Professor E. W. Coy of Cin-

cinnati and Hon. LeRoy D. Brown made addresses. There was a general discussion, and Mrs. Josephine Weiler entertained the audience with select readings.

The counties of Preble, Warren, Montgomery, Butler and Hamilton were represented. The meeting was one of the best in the history of the organization. The mid-winter meeting will be held in Cincinnati. The Ex. Committee were instructed to prepare a history of the Association from its organization in 1879, to be published in connection with Professor Coy's Paper, "The Culture of the Teacher."
J. P. S.

—The three counties of Wayne, Ashland and Medina have a very wide-awake teachers' association. The third meeting was held at Ashland, October 22 and 23. At the opening session, Friday evening, the Methodist church was filled with a very attentive audience. An address of welcome was delivered by Mr. Campbell, a citizen of Ashland. Dr. Eversole, of Wooster, responded. A lecture was then delivered by the editor of the MONTHLY on some fundamental principles of education. On Saturday, there was a good attendance of teachers from the three counties. Country school organization was discussed by S. H. Herriman and the writer. Two very excellent papers on primary teaching were read, one by Miss Dana Geisinger, of Burbank, the other by Miss Sarah W. Smith, of Medina. Both of these papers were well written and well read, and elicited very hearty commendation. We were compelled to leave before the completion of the program, and did not hear the paper of Supt. Thomas, on "Points of Success," nor that of Supt. Mock, on "Township Supervision." The earnest spirit manifested by those in attendance is very gratifying and gives promise of good for the cause in these counties. We were pleased to learn from citizens of Ashland that Superintendent Thomas has made a good start. The schools are moving on harmoniously and prosperously under his management.

—The City Superintendents' Association of Ohio and Indiana will meet at Muncie, Ind., on Thursday, November 4, and continue in session until noon Saturday. Hotel accommodations from \$1.00 to \$2.00 per day. The following suggestive program has been prepared:

Thursday Afternoon, Visiting Public Schools; Thursday Evening, 7:30, (Session in High School Building), Organization; Friday Morning, Visiting Public Schools; Friday, 1:30 p. m. to 5:00, (Presbyterian Church); Friday Evening, (Music Hall, High School). Lecture by David S. Jordan, LL. D.; President Indiana State University, Subject: Value of Higher Education; Saturday, 8:30 to 12 m., (High School Building).

SUBJECTS SUGGESTED FOR DISCUSSION.

What Moral Training shall be given in the School? How? Best Methods? Industrial Education. Can it be made practicable in cities of 6,000 to 10,000? Is there a growing tendency to laxity in discipline in the School as well as the Home? What place ought the teaching of Experimental Science to take in the School? What is the best source for the supply of teachers in small cities? What qualification should be required of janitors? Arithmetic in the first year grade; How many years should writing be made a special exercise? Method of grading pupils in studies and deportment. Other subjects may at any time be introduced at the wish of the Association.

FRIEND FINDLEY :—Please acknowledge through the **MORLEY** the receipt of the following sums since my last report, made September 22nd :

Sept. 22, Miss Sadie R. McLaughlin, Carrollton, Carroll Co.....	\$4.25
" 25, J. D. Simpkins, Centerburgh, Knox Co.....	1.84
Oct. 5, Supt. Corwin F. Palmer, Dresden, Muskingum Co.....	1.50
" 8, John Louis Hunt, Germantown, Montgomery Co.....	.50
" 9, Supt. J. A. McDowell, Millersburgh, Holmes Co.....	4.00
" 15, J. C. Bethel, Flushing, Belmont Co.....	5.40
" 18, Miss E. B. Mather, Hanging Rock, Lawrence Co.....	.75
" 19, M. S. Webster, Syracuse, Meigs Co.....	2.00

Total.....\$20.24

Of this amount \$1.25 is for certificates for the first year, \$1.25 for certificates for the second year, and \$17.74 membership fees for the year 1885-6.

Yours truly,

E. A. JONES,

Treas., O. T. R. C.

Massillon, O., Oct. 19, 1886.

—The regular fall meeting of the North Eastern Ohio Teachers' Association, held at Akron, October 9, was largely attended and full of interest. It served as a kind of dedication of Akron's magnificent new high school building, being the first meeting held in the large hall of that building. Among those present were Hinsdale and Avery of Cleveland, Stevenson, of Columbus, Ellis of Sandusky, Forbes, of Chicago, Harvey, of Painesville, McMillen and Treudley, of Youngstown, Carroll, of Chardon, Jones, of Massillon, Taggart, of Fulton, Hartshorn and Stanley, of Mt. Union, Kennan and Herriman, of Medina, McDowell, of Millersburg, White and Wait, of Oberlin, Moulton, of Warren, Comings, of Brooklyn, Powell, of Wadsworth, Pickett, of Ravenna, Stutzman, of Kent, Reeve, of Bloomfield, Hodgeman, of Newton Falls, Wight, of Niles, and Pratt, of Collamer.

After prayer by Dr. Young, of Akron, Lewis Miller, Esq., President of the Akron Board of Education, delivered an address of welcome, to which fitting response was made by Superintendent Ellis.

A paper on "Some Personal Elements in the Successful Teacher" was read by Supt. F. Treudley, of Youngstown. This was Mr. Treudley's first appearance in the association. The paper presented was full of thought and was well received.

Then followed an excellent class exercise in primary reading, conducted by Mrs. S. P. Bennett, principal of the Crosby school, Akron, with a class of second-year pupils from her own school.

Dinner was served by the Woman's Benevolent Association, after which Dr. Stevenson read a paper on "Impending Dangers," dwelling particularly upon the evils which threaten the over-throw of our free institutions, and the responsibility of teachers in relation to them. The subject was further discussed by Messrs. McMillan, Hartshorn, Powell and Hinsdale.

"The Practical in Education" was the subject of a strong paper presented by Dr. Avery. He started out by defining practical education as that which fits a man for filling all offices both in peace and in war, and under this definition his discussion of the subject took wide range.

"The True End of School Discipline" was discussed by Alex. Forbes, of Chicago, in his usual incisive and entertaining style.

The mid-winter meeting of the Association will be held in Cleveland, at the call of the executive committee.

PERSONAL.

—D. F. Mock, of Shreve, has been appointed a member of the board of school examiners for Wayne County. A good appointment.

—E. H. Stanley, of Mt. Union College, has been promoted from an assistant professorship to the chair of mathematics, with an advance of \$200 in salary. He also retains the principalsip of the normal department, which is now very prosperous.

—Our genial friend, Thos. P. Ballard, of Columbus, makes a suggestion through *The Nation*, which is of great value and which seems to meet with a good deal of favor. It is that the Tilden Library fund be applied to the establishment of a great national circulating library, for the use of scholars and literary men throughout the country, open to all writers and students with proper limitations and credit, with the privilege of drawing ten or more books at a time and retaining them for several months. Similar facilities are offered by some European libraries, but there is nothing of the kind in this country.

We have received the sad tidings of the death of Mrs. Anna W. Scott, wife of Rev. H. B. Scott, superintendent of schools at Ashland, Ky. Mr. Scott was at one time pastor of a church and for a number of years superintendent of schools at Middleport, Meigs County, Ohio, and here the remains of Mrs. Scott were interred, Oct. 9th, by the side of her daughter, who died nearly two years before. We first met Mrs. Scott, ten or twelve years ago, at an institute in Meigs County, and have ever since held her in high esteem. She was one of the excellent of earth. Simplicity, purity, and unselfishness were prominent traits in her character. She graduated at Oxford seminary and taught there for a time, and always manifested a deep interest in teachers and teachers' work. One who knew her intimately writes as follows:

"She came to Middleport twenty-one years ago, her husband having been called to the charge of the Presbyterian Church here. By her gentle, loving disposition, she soon found her way into the hearts of all who knew her.

While a pastor's wife, she was faithful and untiring in all kinds of church work. It was not until about ten years ago, after Mr. Scott took charge of the Public Schools, that the writer knew her intimately. Each succeeding year of this acquaintance has only served to increase the love, confidence and respect we have always felt for her. Since her husband's connection with the schools, Mrs. Scott has seemed to belong peculiarly to Meigs County. In all these years there has been no gathering of teachers, intended for their elevation and advancement, that her voice has not been heard among them, counselling and encouraging them. In her zeal for others, she has always labored beyond her strength; yet so quietly did she proceed in all her good works, that 'her right hand scarce knew what her left hand was doing.'"

At a meeting of the Middleport teachers, the following among other resolutions was adopted:

"That we, as teachers, have lost a dear friend, a wise counsellor, and an efficient co-worker—one who, amid her household cares, kept pace with us, though not actively engaged in the work."

Brother Scott may be assured of the sympathy of a large number of Ohio friends.

BOOKS.

D. Appleton & Co., of New York, have undertaken the publication of an International Education Series, edited by Dr. Wm. T. Harris. The first volume of the series, just issued, is *The Philosophy of Education*, by Johann Karl Friedrich Rosenkranz, translated from the German by Anna C. Brackett. An elaborate commentary on the text, by the editor, runs through the whole work. Pains have been taken in the translation to adapt it to the needs of readers not greatly skilled in philosophy. Probably no other book in our language has better claim to be called a Philosophy of Education.

Dr. G. Stanley Hall's Select Bibliography of Pedagogical Literature is a book of 300 pages published by D. C. Heath & Co., Boston. It contains lists of the best books in every department of education, with such description, in many cases, as will enable the teacher to choose wisely in his own department. The publishers offer to furnish any of the books named that can be procured.

Poets' Homes, published by the Interstate Publishing Company, Boston and Chicago, consists of pen and pencil sketches of American Poets and their Homes, by R. H. Stoddard and others. There are entertaining sketches of Longfellow, Whittier, Trowbridge, Lowell, Bayard Taylor, Howells, Dana, Stedman and several others, with incidents and stories of their homes and home-life. A second volume, by Arthur Gilman and others, gives like entertaining sketches of Holmes, Whitman, Phelps, Bryant, Emerson, and others. These volumes will be prized by students of literature.

Studies in Greek and Roman History; or *Studies in General History* from 1000 B. C. to 476 A. D., by Mary D. Sheldon, is from the press of D. C. Heath and Co., Boston. It is a collection of historical materials rather than a history. After the plan of the author's larger general history, it gives bare records of deeds, pictures of buildings and statues, extracts from speeches, etc., with questions, hints and problems for study, leaving the student to form his own judgment of the people—their style of living, thinking and acting.

Short Stories from the Dictionary, by Arthur Gilman, is a very entertaining and a very profitable book for young people, published by the Interstate Publishing Company, Boston and Chicago. The reader is astonished and pleased to find how much history, mythology, rhetoric, poetry, etc., the dictionary contains, and resolves to make more and better use of it. Teachers will find these "Short Stories" very suggestive and helpful.

Handy Helps, by Albert P. Southwick, contains five hundred questions and answers on a great variety of subjects—some of them interesting and valuable, many of them otherwise. Published by E. L. Kellogg & Co., New York.

School Devices, A Book of Ways and Suggestions for Teachers, By Edward R. Shaw and Webb Donnell. New York: E. L. Kellogg & Co.

The purpose and plan of this book are sufficiently indicated by its title. It gives hints and suggestions for teaching the various common school studies. At the close, a scripture selection is named for each day in the schoolyear.

How to Strengthen the Memory; or, Natural and Scientific Methods of Never Forgetting. By M. L. Holbrook, M. D. New York: M. L. Holbrook & Co.

The principles of memory culture are laid down, with examples of memory culture. A noted case given is that of Dr. N. S. Townshend, of the Ohio State University, who by an accident in boyhood suffered serious loss of memory, but by careful training attained remarkable vigor and power of memory.

Gray's Elegy, with Literary and Grammatical Explanations and Comments, and Suggestions as to How it Should be Taught. By R. H. Holbrook. Lebanon, Ohio: C. K. Hamilton & Co.

A very interesting grammatical and literary study of this familiar poem.

Elementary Mechanical Drawing, for School and Shop. By Frank Aborn, B. S., Drawing Master of Cleveland Public Schools. Van Antwerp, Bragg & Co., Cincinnati and New York.

This book seems to be designed as a practical, working text-book in drawing, for the use of mechanics as well as pupils in school. Part I is devoted to geometrical drawing, Part II to constructive drawing. The student is required to study the principles and methods of drawing, and to solve problems in which these principles and methods are applied, thereby gaining a better grasp of the subject than by the mere copying of drawings prepared for him.

The North American Review, No. 30 Lafayette Place, New York, edited by Allen Thorndike Rice, is always filled with strong and well written articles on fresh topics. An American Queen, by Gail Hamilton; Cremation and Christianity, by A. G. Bigelow; Labor in Pennsylvania, by Henry George; Prohibition, by Petroleum V. Nasby; Earthquake Probabilities, by Richard A. Proctor; and Woman Suffrage, by Mary A. Livermore, are among the titles in the table of contents for October. The *North American* stands in the front rank among the magazines of the day.

Volume XXX of *The Popular Science Monthly* starts with the November number. Its bill of fare for this month is rich and varied. There is a full page portrait of Edward Singleton Holden, with sketch by W. C. Winlock; Rev. A. H. Lewis, D. D., treats of the Origin and Results of Sunday Legislation; Dr. Benjamin Ward Richardson, F. R. S., has an important article on the Hygienic Treatment of Consumption; Prof. Benedict continues his Outlines from the History of Education; and a variety of other articles, the table of contents containing 18 numbers. Published by D. Appleton & Co., New York.

The Atlantic Monthly announces a strong array of talent for 1887. Mrs. Oliphant, T. B. Aldrich, Marion Crawford, John Fiske, Philip Gilbert Hamerton, Oliver Wendell Holmes, James Russell Lowell, John G. Whittier, T. W. Higginson, Charles Dudley Warner, E. C. Stedman, Harriet W. Preston, Charles Egbert Craddock, Henry Cabot Lodge, Horace E. Scudder, Lucy Larcom, James Freeman Clarke, and many others are in the list. Each number contains serial stories, short stories, sketches, essays, poetry, criticism, etc. Published by Houghton, Mifflin & Co., Boston.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XIV.

DECEMBER, 1886.

Number 12.

PRIMARY NUMBER WORK.

BY MISS S. W. SMITH.

[Read before the Tri-County Teachers' Association, at Ashland, O.]

So much has already been written on primary work that we despair of presenting anything new ; and only dare to hope that, like the kalidoscope, we may be able to produce a new effect without new material.

In no field of labor do the past and present show a greater contrast than there is between the old and the new way of teaching children. The old way was to begin with a book. The new way begins with the child, and the teacher does the studying. It would be interesting to know how many present took their first regular lesson in numbers from a book. Some of us no doubt began with the question, "What is arithmetic?" And the nearest we ever came to receiving an object lesson was when set to count the rows of cannon balls on the first page of our books. Our teachers in the country schools never thought of forming a class of the little ones for drill in numbers. We were supposed to be busy learning our a b c's and waiting for school to close. What a patient race we ought to be!

In those days it was thought that any one could teach little children. Of course! If the teacher knows that two and two are four and the

child does not—why tell him; then ask him how many two and two are, and see if he doesn't know. Have you taught him? Yes—to say what you do, to care less about what you say next time, and to expect to be told every time. Yes, truly, in that sense any one can teach children! But if on the other hand he is to learn to do, to think, and to be, at the same time that he is learning the sum of two and two, we have a more difficult task.

When Solomon said there is nothing new under the sun, I think he forgot the children. Each child is entirely new. There is no other child like him, the fond parents think, and the perplexed teacher agrees with them soon.

Let us take one of these bright, restless, original, unbroken little animals at the age of six, multiply this given quantity by twenty, and what have we? Twenty separate individual organizations, with twenty dispositions as unlike as summer and winter; forty restless feet, and forty nervous hands that, like the dove from Noah's ark, can find no resting place; twenty pairs of eyes, intent on making a general observation of the school-room and its contents; twenty pairs of ears, just as ready to listen to their next neighbor as to you; and twenty loving, timid little hearts, that on their first morning of school feel as homesick and far away from mother as they will their first day in college, should they ever live to go there.

Now, let us place before this class an inexperienced teacher, confident of only one thing, that she can get along with little children somehow; and let us listen as she gives the first lesson in numbers.

"Now, children," she says, "you may give me your attention." Children stare with no idea of what it is they are to give their teacher. The teacher accepts the stare for attention and proceeds. "Children, I want you all to tell me how many one and one are." No response. Most of them forget for the moment that they ever heard the word *one*. Others wonder, "One what?" And the one or two who could have answered are too much afraid of the sound of their own voices to dare to break the silence. Teacher repeats, encourages, and coaxes, but still no answer. A general restlessness is observable. A slate belonging to a nervous little girl falls on the floor and all heads immediately turn to watch her pick it up. Teacher again demands attention in an excited, worried tone; which sounds decidedly unfriendly to their sensitive little hearts. and makes them wish they could go home. As they do not seem to know the sum of one and one, it occurs to the teacher to try and find out what they do know. So she says, "Children, can you count?" Several quite

friendly nods are received in reply, and teacher's face brightens as she says, "Well, you may count for me." After a little hesitation about beginning, the teacher starts them, and off they go, with varying degrees of velocity and pitch. Most of them stop at ten, but a few smart ones go on with, "'leven, sixteen, nineteen, twenty." The teacher, determining to ask the simplest question possible, now takes an apple from the desk and says, "How many apples have I?" They know she has an apple, but that is not many. Past experience having led them to look for something difficult, they are puzzled by the simple question and take refuge in silence. But one wide awake little fellow having lost interest in the subject is on an exploring expedition under the desk. Teacher, missing the head, discovers the heels in time to prevent a somersets, and rights the boy so suddenly that he thinks all is wrong, and begins to cry, "I want my ma," rolling out the sounds of the last vowel beautifully. The key note has been struck at last. Several join in on perfect time, while distorted lips and quivering chins warn the teacher that others are preparing to come in on the chorus. So she changes her tactics, coaxes and pets them into quietness, promising to bring them something nice tomorrow if they will be good and not cry. A figure two is written on the board for them to copy and they are left to struggle with one of the crookedest lines they ever saw.

Let me mention a few of the mistakes this teacher will make as she goes on with these lessons in numbers. Her pupils will be taught to read and write numbers before they know for what they stand. That is, symbols will be given before the idea symbolized is understood.

More time will be given to slate work than to oral work. Addition and subtraction will become a counting process. The tables will be copied and memorized. The children will be able to tell you readily how many four times seven are, when they cannot give the cost of four yards of calico at seven cents a yard. The class will soon be divided into three grades: the bright ones, who answer all the questions; the slow ones, who seldom have any idea of the work done, and are passed over as helpless cases; and the cunning ones, who, with the aid of a good memory and a little skill in copying, get along very well. The bright ones are praised and held up as models, the dull ones are scolded and kept after school. Thus one class grow daily more conceited, another more sly, and the other, helpless and discouraged.

But we hasten to show you a brighter picture. The time and place are the same. The same twenty eager, timid little souls, full of curiosity and wonder regarding school and teacher. The teacher is quiet, self-possessed, and looks happy. There is an *at-homeness* about all

her movements that would lead you to judge that first days are not so very uncommon or wonderful after all. After a few simple general exercises in which all may take part or not as they please, the teacher gives the older pupils slate work which turns their attention from the newcomers, very much to the relief of the latter. The teacher now turns with a bright loving look to the little ones, whose hearts beat more rapidly as they realize that their turn has come. The teacher quietly passes among them, distributing splints, tooth-picks, gun-wads, or anything else convenient to handle and noiseless. This is a pleasant surprise; they forget themselves and turn their whole attention to the objects before them. The teacher, in a natural, easy way, tells them where the objects were obtained, asks if they do not think them nice, or pretty, receives a ready response, with eyes if not with words, and proceeds to say, "You may hold up *one* of the sticks for me to look at." This is easily done by the most bashful one. After this is returned to the desk, they are told they may see if they can hide *two* of the sticks somewhere. Some of the sticks are slipped into books, under slates, or under desks, and a few covered by soft chubby hands. This is growing interesting, and they wait with eagerness for the next command. "Now, hold up *three* sticks as high as you can." Most of the arms are immediately stretched to their utmost in the endeavor each makes to overtop his neighbor. Two or three hesitate and look to see how many the rest have, then follow their example, not knowing that the teacher noticed and made a mental memorandum of the fact that two of the class do not know *three*.

After five minutes similar exercise with the sticks, and before they begin to grow weary of it, the most venturesome one of the class is asked to go to the table for *three* spools, another for *two* pencils, and finally the two who did not know three are called out, and set to arranging groups of threes. Thus, during a ten minute recitation, the teacher has gained some idea of the mental ability, quickness to think and act, and disposition of each member of the class. The children, without being worried or embarrassed, have been led to do, to think about the doing, and have been happy while doing. And now, if, when the teacher next comes before the class for a lesson in numbers, she hold up a stick and say, "What have I?" she will receive a hearty welcome and response. Then she may hold up two objects and say, "How *many*?" and they will reply without hesitation. These children now know one, two, and three, and are able to give this knowledge expression. The third step, to find the parts of two, and the fourth step, to give this expression, are easily taken. So far, the steps have been taken with objects in hand. The fifth step should be to ap-

ply this knowledge to objects in sight and out of sight, till all know what I heard one little fellow say, "Why one and one anything are two something." Then they are ready for the sixth step, the abstract statement that one and one are two.

We will now mention a few things about which we think this experienced and skillful teacher will be careful in the succeeding lessons. She will observe this order in all her work: first, the idea; second, the oral expression; and lastly, the written expression. Beginning always with the known, each step will be taken so easily and naturally, and withal so carefully, that no child capable of understanding will be left behind or tempted to copy work. The slow and dull ones will receive especial attention during the class exercises, but the time of the class will not be taken to give private lessons to individual ones.

Especial praise will be given to those who make the greatest effort. The children will not be robbed of the pleasure of finding out things for themselves. Reviews will be frequent but planned with so much care and skill as to seem like new work.

The teacher who does these things will be surprised at the aptness and progress of her pupils. The school-room will be full of sunshine—even on rainy days—and the children's hearts will be full of love for their work and their teacher.

AS REGARDS TEACHERS AND TEACHING.

BY AN OLD PUPIL.

Most of the older pupils have had a series of teachers, as I have had. Some have also learned by hearsay of sundry others, like Socrates, and Pythagoras, and of others nearer our own times, as Thomas Arnold, and the Teutons, and in this fragment I am also about to draw upon hearsay information.

Having made up my mind to write upon my theme, it occurs to me that the sharpest thing I can say is that a person can not teach unless he has been taught. Of course, I have to make exceptions of phenomena like Blaise Pascal and Zerah Colburn and Fanny Ellsler, who were such GENIUSES by gift of Nature, that they taught themselves. "They lisped in numbers, ere the numbers came." Fanny tripped.

All the same, most school directors will admit that the very first requisite of a teacher is, that he should know the topic he is to teach. This really seems to be one of the essentials. But if the candidate be

of an inquiring and inquisitive mind, perhaps he can get along with only a fractional sort of a start in the advance of his pupils. The late Dr. Maginn used to boast, when in his cups, that with three weeks start he would teach any language in Christendom or Pagandom either : But Dr. Maginn was a genius, and teaching grammar is not much of a feat, and he is dead.

I was much impressed with the comment of an acquaintance who had the day previous attended the recitations of two teachers in one of the so-called Natural Sciences. It was this: the efforts of the one man were perfunctory and seemingly bound by the narrow limits of his text-book ; those of the other were free, and full of life, and his teaching that of one who spoke by authority. Of course there was a difference in the attainments of the two teachers which could not fail to be of moment to the two classes.

Nevertheless, I think it may be urged that special attainment in special studies is not often attainable in our public schools, and is, perhaps, not desirable. The qualification wanted by the average student is an average attainment and ability on the part of his preceptor. The theater-going folk speak of a "general utility man," and I suppose, if he were in our schools, he would be a sort of Jack at all trades, really good at none but passable at a pinch. For all that, many of us know of men who are specialists of repute, say in Etymology, or Entomology, or even Ethnology, who are also accounted of good general standing in the schools ; that is, they are "all round" men.

The one great drawback to the employment of specialists as teachers is that if they be really experts in any given science, they over-rate the importance of the study of this for their pupils.

It is the most remarkable fact in pedagogy, that it has hitherto proved impossible to get any "program of study" which is generally acceptable. A noticeable instance, which tends to confirm this remark, is just now being presented by the magazines on the topic, What list of one hundred books shall be offered to the general student ? The first offered was, I believe, by the President of the British Association, and it was printed in an English review—the list was amazing, reaching all the way from Tubal Cain, the first instructor upon record, to Henry George, the last and the worst. It included also sages of all lands, of all times, and of all tongues. Well now, although the tongues have no difficulties for me, I do not care to read the first named author upon brass working, nor the other upon poverty ; because I am trying to bring things œconomic to a solid basis, acceptable to my grocery man, and have had enough of poverty to last me for a life-time. My attempt at a joke is even less contemptible than his incomprehensible proposal of an impossibility.

Getting back to the list of one hundred books,—it has been attacked on all sides: it would have been better to have started out with one hundred authors, and then to have allowed several books of each. Even then no list can be made up that will satisfy all. I know this by experience, as I have been a committee for purchasing books for a public library and was assured by a competent person that he could have made out as good a list as mine without including a duplicate, and I did not dispute the assertion, and do not.

So with our details in pedagogy. Every one knows without saying that some things must be taught (the three R's, for example); but it does not follow that we agree as to *how* they shall be taught. I heard one of my most respected colleagues lecture for an hour of 60 long minutes on the principle of borrowing tens in subtraction, and it has never seemed to me that the waste of time was quite justifiable. Quite in keeping is the German tediousness of explaining common facts, as why a sponge will absorb water, or why a slice of baker's bread, or why a lump of loaf sugar, or why a bit of blotting paper, or why, or, *ad infinitum*. The item quoted is only one of many which are in full use, "mutatis mutandis," in every graded school in Ohio. My George brings me his object lessons,—“What four things is a turkey good for?” and after the turkey comes a goose, a hen, and the rest of the feathered kingdom, four things for each class. He guesses and I guess, and let the reader guess what four things an OWL is good for, and he will see what difficulties I constantly fell into. So it was about his local geography. “Where is St. Peter's church?” He was born almost under the shadow of it, and so was his mother before him, but neither she nor her son could fix the spot for some time; but at last the boy solved the puzzle by the exclamation, “Why, she means the Cathedral,” and, as it turned out, so “she” did. Now, because I can pick out two or three dozen or hundred of such examples, shall I say that the system is in fault? Certainly not! That is not the way to judge of any system. “By their fruits ye shall know them.”

My own experience being my guide, I believe I can truthfully say that the best teacher I have ever known was a man who could respond to none of the requirements of pedagogical definitions except honesty and enthusiasm. His knowledge never was exhaustive, frequently quite limited, but he managed to instill into his pupils a love for work and a zeal in acquiring knowledge that even at this day seems altogether exceptional. Nevertheless, I do not intend to say that his success as a teacher might not have been greater if he had known of our later Colonel Quincys and Parker Adamses; but some may think that he succeeded because he worked on his own lines and was not distracted by theories.

He had his theories also, but they did not militate against the cardinal doctrine that if a boy was "set to get" a lesson he was bound to get it or the consequences of not getting it. And I am free to acknowledge that a good deal of the work done by his pupils was done under the pressure of punishment for failure. Before passing on, let me repeat that he was the best teacher I have ever known. and his work stands the test of time. He made the lazy see that it is useless to kick against the pricks. He whipped the law-breaker into obedience. He wore himself out in due time, but he fought the good fight most emphatically, and his boys came out ahead as regards their training, their discipline, and their actual attainment.

This pedagog's methods have fallen into "innocuous desuetude," and in place of them have come the more approved modern methods.

The superintendent of our schools is a personal friend of mine, and is so fully persuaded that the methods he has authorized in our graded schools are, beyond question, the best, that I rather shrink from questioning the wisdom of them. In fact, I should hesitate the longer to do this if I had not seen the workings of the system upon my George and his cronies, who are boys as bright as my school fellows were. Yet, it seems to me, old foggy as I own myself to be, that they have not the *grip* their fathers had.

It would be sheer presumption in me to say that the graduates from our schools in this current year of our Lord are not as fully equipped for entrance into the life of this world as were those of my earlier day.

I write this because I may mistake the relative attainments of my fellows and under-rate the splendid accomplishments of our last graduating class. "Fortes ante Agamemnona vixerunt," "Et Ego in Arcadia," etc. I know that I am getting out of my depth and that comparisons are odious, and stop right here and now.

If I venture to begin again, it is to ask what is the use of a deal of the present detail in our graded schools? For example, what is the use of three geographies, of three arithmetics, of other such series? (reading being excepted). What is the use of giving little bits of knowledge which a boy will either pick up for himself or knows almost intuitively, as my George knew St. Peter's church by its more familiar name. What is the use of teaching a boy to spell 'coup' if he is only to know 'coop'? In other words, are we not giving our young pupils a deal of useless work to do under the pretense of discipline? It seems to me an altogether exploded notion that discipline in study must not be associated with the idea of utility, and an altogether untenable notion that because a thing is useful it is also valuable as a means of educational discipline; that is, it does not follow that Latin

should be placed above German because of its being dead ; nor, on the contrary, that skill at the lathe or with a file is an equivalent for mental labor.

The notion that some studies are disciplinary and others useful is of long standing, but I think it would puzzle any unbiased person to rate the several disciplinary studies so as to satisfy their professors, or to show cause why useful studies might not also be disciplinary. It is gratifying to know that these professors are not agreed among themselves, as when Hamilton declares that mathematical studies tend to narrow the intellect ; and also comforting to know that since Darwin's time we are enabled to assimilate an untold amount of discipline by swallowing the entirety of the doctrine of evolution.

Mathematics is good, language is good, biology is good ; so are the others, and we recollect Benedict : " One woman is fair, yet I am well ; another is wise, yet I am well ; another virtuous, yet I am well ; but till all graces be in one," we worship fair Knowledge and seek to get that image of her that shall please us by all the graces, albeit we may allow that " her hair shall be of what color it please God."

So we have been working, and have been trying to get all the virtues into our school system. Have we not crowded them so persistently and unreasonably that they have become vices ? or, to take up another metaphor, that they have prevented sanitary sewage and ventilation ? If you are going to put a dose of indigestible physic into little fellows who are just ripe for " Jack and Jill went up the hill," won't you,—or rather, will they get any good out of it ? I can give my impressions only, and these founded upon the schools near me, and they are, that the plan here followed of giving bits of knowledge, not enough in quantity nor well enough arranged to make a science, not enough even to develop a scientific method, is unmistakably wrong. So far as I understand the philosophy of teaching youth, the so-called modern method errs not only in detail but also in principle.

In principle, because the boy is required to undertake that for which he has had no preparation, and frequently that which is beyond his comprehension. As examples, our younger pupils are shown the syphon and the barometer. At what age, it may be asked, will they comprehend either, or see that both instruments have any thing in common ?

In principle also, because it is a waste of energy to take things out of their due course: When a boy has learned the fact of atmospheric pressure, such things as syphons, barometers, and suction pumps come in as matters of detail and of application, as they should.

It is impossible for me to emphasize this as I desire. The fact I am desirous of stating is, that the cardinal principle of teaching should be "one thing at a time." This principle is violated by almost all the "series" of text-books; by all those "courses of study" in which little dabs of science are lugged in for stuffing immature minds, under pretense of interesting or profiting them.

In principle also, because these bites of the apples of knowledge do not nourish. They rather give a false conceit of knowledge to the tyro, and make the after study which is required much more distasteful than if it had been begun, continued, and ended in consecutive days.

As to errors in detail, they are too numerous for any kind of mention or of classification. We should all err in the same direction if we attempted to get up one of these lengthened out and laborious schemes. All these we may forgive, but my contention is that the principle which underlies much of our schedule of studies, that is, of our school system, is radically wrong.

I believe that it would be better for all of our schools to go back to the methods employed by good instructors of years ago, whose efforts were mainly directed to the teaching of reading, writing and arithmetic, and to the cultivation of good manners and of good morals.

Of course, I can see that this will not be done; but I have some hopes that a reaction will come, emphatic enough to put our schools upon a better and more practical basis than the majority now have.

HOW I WAS EDUCATED.

II.

I have spoken of a great change for the better in our schools. This was largely owing to the introduction of the county superintendency in the State of which I was then a resident. There is room here only for the mere mention of the fact.

So far as I am able to make a comparison I am led to believe that several of the teachers of my time were, in efficiency, greatly ahead of the majority who have taught since in that neighborhood. It was fortunate for me that I came under their wholesome influence at the most impressible period of my life. I have recollections more or less agreeable of three young men, because their object was not simply to teach the common branches. Themselves fairly well read, intellectually more mature than the average, they took a personal interest in me when

they found what a greedy reader I was, and gave me valuable assistance and advice, both in the school-room and out of it. I began thoroughly to enjoy the pleasures of gaining knowledge, and determined to get as good an education as any one had, though at this time I looked no farther than the attainment of a collegiate degree. How this was to be accomplished was a thing of which I had then no conception, as I was absolutely without pecuniary resources, I likewise determined to elevate myself to teaching; and for thirty years I have never seriously wavered in my purpose.

While there is hardly any doubt that I received a good deal of mental injury from bad teaching, I feel nevertheless that I owe a good deal to common school teachers. The redeeming effect of the few good teachers I had, more than counterbalanced the influence of the unworthy. The noblest of these bore the plain name, John Jones, but he was no ordinary man. His attainments, which were much above the average, his conscientiousness in the discharge of every duty, his high moral aims, and his unselfish devotion to the interests of his pupils led me to look upon him with the highest respect. I would almost as soon have sacrificed a finger as to do what he disapproved. The most painful punishment ever inflicted upon me by a teacher came from him, though he was doubtless not aware of it. I recollect every detail of the circumstance almost as well as if it were but of yesterday.

A school fellow with whom I was usually not on very good terms happened one day to be sitting on a seat immediately in front of the desk I occupied. He was leaning forward with his slate on his knee, engaged over some problem in arithmetic. I happened to notice that his collar stood so far from his neck as to leave a space of an inch or more. It occurred to me that it would be fine sport to drop something down his bare back and startle him. But I fared like the Irishman who was greatly elated at the prospect of stopping the entrance to a nest of hornets—it was well that I had my laugh beforehand, for I felt no desire to laugh at that part of the performance which I expected would yield the most sport. Finding nothing else to my hand I took a bit of stiff writing paper and crushed it into a pellet that had several sharp angles. Hardly had I dropped it as intended when the boy began to wriggle and squirm in a style that filled me with consternation, he doubtless supposing or affecting to suppose the trick I had played him to be much worse than it was. The teacher's attention was drawn to us, and when he found who the criminal was he reproved me in a few aptly chosen sentences that I shall never forget. I would have suffered a good deal less from a sound flogging, or

even from being kicked out of doors. I would thus at least have had the mental defense that the punishment was disproportionate to the crime. To others less sensitively constituted, blows might have been more effectual, but the chastisement I received from young Jones, for my thoughtlessness, produced such an effect that it never needed to be repeated in any form. It is a pleasure to me to be able to add here a few words from one who knew Mr. Jones better than I knew him. Speaking of him as a school fellow at an Academy, my informant says, "Entering as farmer boys and strangers at the same time, we were soon fast friends. John was soon the acknowledged champion of the school; possessed of great muscular activity and power, he was always on the winner's side in the athletic games. His mind was as vigorous as his body and proportionately powerful, he had a retentive memory, but his crowning intellectual development was his reasoning faculty. For a young man he possessed large and varied attainments, and his poems, 'The Old Chestnut Tree' and 'Our Country,' show sufficiently his original merit." He lost his life in a skirmish at Solemn Grove, N. C., in 1865, being at the time a sergeant in the Union Army. I often think of Mr. Jones in connection with the thoughts suggested by Tacitus in the last chapter of his *Agricola*. The same idea is more tersely expressed in the words of a greater than Tacitus, "The memory of the just is blessed." I hope my readers may not find this digression out of place here. It is a just tribute to one who is deserving of all the good I can say of him; to one whose character was a part of his life, not something to be exhibited on dress parade occasions, or when he thought his pupils were observing him; to one who in the domain of morals sought to inculcate no principles he did not himself believe and practice.

At eighteen years of age, I taught my first school, receiving for my services nineteen dollars per month of twenty-two days, having to teach alternate Saturdays, and paying for my board one dollar per week. Some of my friends and acquaintances had been urging me for years before to apply for a school; and while I had no doubt that in general information I was far ahead of many teachers that I knew, the matter of governing a school twenty-five years ago was a pretty big undertaking for a timid boy; besides which, at that time there was a sort of craze on the subject of mental arithmetic, and I had never taken to this branch with a kindliness that made me feel myself a match for any knotty problem that might be put before me. My mind had a craving for knowledge which was not satisfied with the study of arithmetic. My first teaching was regarded as successful, largely, I think, for the reason that I manifested a ready willingness to use the rod on

some big boys who, for some two or three previous winters, had been a sort of terror to teachers less able than I was to resort to muscular suasion ; but I found more remunerative employment elsewhere the next winter.

From my thirteenth or fourteenth year, I had kept my purpose of completing a collegiate course steadily in view, yet my ardent thirst for knowledge led me to learn much more than was simply necessary for this. For general reading I borrowed all the books in the neighborhood, which were, fortunately for me, quite numerous and of good quality. All I could earn, which was not much, I spent for books that needed to be studied. During noon hours and evenings I was generally at my books, nor were my Sundays by any means wholly occupied with works of devotion. During one summer and the succeeding fall, I hardly went out on the farm to work without taking a French Grammar or Reader with me. Much of this sort of labor is purely mechanical, so that while my hands were doing one thing my brain was busy memorizing the contents of my books. In a comparatively short time I learned to read French quite well, and at the same time largely increased my knowledge of Latin. Subsequent comparison led me to believe that I knew more French, bating the pronunciation, before I had seen a high school or college than many graduates who have included this language in their collegiate course. A fixed determination enables even an ordinary person to accomplish seemingly hard tasks. Before the completion of my eighteenth year, I had learned a good deal about music, both vocal and instrumental, had acquired some skill in the use of phonetic short-hand, and had studied as carefully as I could a volume in each of three of the Natural Sciences, in addition to the reading and languages before spoken of. I was much interested in English composition, and bought a copy of Quackenbos's Rhetoric, to which I devoted a great deal of attention. I wrote out, as well as I could, a majority of the exercises. Much of this work I still have, and it is defective enough. But when I recall the fact that there was no one to whom I could go for any aid whatever, I do not feel greatly dissatisfied with it. Still, I now see some faults and errors that I ought to have seen with no guide but the textbook. I have in my possession what, for lack of a better name, I may call a poem, consisting of six four-line stanzas, composed in my fourteenth year. The versification is correct, and the thoughts, though commonplace, can hardly be called childish. I have likewise some other literary exercises, bearing the dates of composition, of which, considering the circumstances under which they were produced, I need not be ashamed.

Some of my readers may be inclined to ask how a boy could make a full hand on the farm and do, in addition, all the studying I claim to have done. My answer is that no one knows what he can do till he tries. Almost my only advantage over others was that I had become a fluent reader when quite young. A wide door to knowledge was thus thrown open to me. Few of our young people stop to consider how much time they waste, until they happen to come across some one who has improved his time. Observation leads me to conclude that a large majority of our farmer boys waste time enough before they are twenty to make them fairly intelligent men, if properly improved; and "fool away" money enough to form the nucleus of a respectable library. With town and village boys the case is usually no better. Most people are ignorant, not because they have no chance to learn, but because they have no desire for knowledge. My parents did not allow their children to spend even their own money for anything useless. It was almost a capital offense for any one to come about the premises with the smell of tobacco on him; and so we boys came to regard it as too dangerous a thing to meddle with. Confectionery was only allowed on special occasions and in homeopathic doses. We were benefitted rather than harmed by these privations.

After attending three different preparatory schools, three terms in all, at intervals of some months, during which, while working and teaching, I kept up my studies, I was ready to enter the Sophomore class in college, when nearly twenty years old. More anon.

A LAYMAN'S VIEW OF PUBLIC EDUCATION.

Lewis Miller, President of the Akron Board of Education, and well known to most of our readers through his connection with Chautauqua, delivered an address of welcome to the North-Eastern Ohio Teachers' Association, on the occasion of its recent meeting at Akron. Though actively engaged in manufacturing and business interests, he has bestowed a good deal of thought upon educational problems. We print that part of his address in which he discusses some phases of public education, not because we fully endorse the views presented, but because they are vigorously expressed and deserve attention as coming from a thoughtful business man.—ED.

The 150 to 200 patents granted annually by the United States Patent office for the betterment of educational facilities; the \$24,454,408 worth of public school property of Ohio; the \$1,461,903 annually ex-

pended by the school boards of the State for new buildings, and \$8,222,466 for teachers and incidental expenses, making a total annual expenditure for 1884 of \$9,684,369; the twelve or thirteen years that the children are given for public school training, give a faint idea of the interest that is felt by the home and the state in the educational preparation for citizenship.

The United States Commissioner of Education informs us in his last report that in 1880 there were 4,870,109 persons in the United States that needed superior or special knowledge and training to prepare them properly for their professions or callings in life. If all these were required, before entering upon their special avocations, to have collegiate degrees of Masters of Art or Masters of Science, and the average life of each in such professions was twenty years, it would necessitate an annual graduation of 243,505. The Commissioner reports for 1884 the insignificant number of 2,729 Masters of Art and Masters of Science by all the colleges and universities of the land. From all the schools, public, private and special, there were graduated in 1884, 18,032, barely enough to supply the annual vacancies of the 307,000 teachers in the public schools; this leaves 4,570,109 of those interested in superior instruction without a single graduate. For the annual supply of clergymen on the above average of twenty years, it would require 3,234 graduates; for the law, the same number; for physicians and surgeons, 4,283; for officials of government, 3,358; this again exhausts all the diplomas conferred by all the educational and training schools whatsoever. The aggregate number of these four professions, who at least should have this intellectual strength (counting government officials as a profession), are 281,587; add to these the teachers, 307,000, and there still remains the vast number of 4,381,522 without a graduate. In this estimate, the United States Commissioner omits skilled mechanics, locomotive engineers, railway officials, and many more of like avocations. There is a demand in almost every one of the 265 special callings in life for superior instruction.

We are passing from drudgery in mechanical labor to labor as a pastime; to skill in producing automatic machinery that obeys the master's command by a touch of a button or the movement of a lever; we are passing from the visible to the invisible forces that will soon make most of our motive power. These forces can only be seen and handled by the mind; the senses dare not touch them; this will require educated intellect through which the skilled master, or mechanic, if you prefer, will be able to produce the needed results.

Dr. Harris, now of Massachusetts, formerly superintendent of the

St. Louis public schools, in making his report on pedagogical inquiry, to the National Teachers' Association, held in 1885, says: "Although pedagogy or school education concerns itself with only a segment of education, it must interest itself in the wider problems of social science, and comprehend their conditions, if it would wisely limit its practical endeavor to what falls legitimately within the function of the school. Without a constant reference to the survey of education as a whole, it will not only mistake the object of school education, but it will develop false and injurious tendencies within its own province." "Education," he further states, "must include the four cardinal institutions of civilization: Family, civil society, state and church; the school is not one of the cardinal institutions of civilization, but is a supplementary special institution designed to reinforce one or more of the cardinal institutions in their educative functions. The more recent forms of school education are more comprehensive and emphasize far more the preparation for civil society, or for what is useful for the individual career of the citizen as well as what fits him for the development of his common human nature." This would lead us to the conclusion that the modern school education must instruct from a broad view of the home, the church, the state and the citizen. It must give to each due consideration. It must regard the wants of all the avocations for gain, classified by the United States Census Commissioner as, agriculture, manufacture, trade and transportation, and professional. These general divisions are subdivided into 265 special callings, and engages 17,794,402 of our people specially,—the other inhabitants are associates or derive their support directly or indirectly from the service of these. The schools then must keep in view and aim to qualify for social life, for the 265 special callings, for physical support, and for true citizenship.

Having drawn your attention to the interest in and want of school training, there is left for consideration the means, methods and time, by and in which the training of the intellect is to be accomplished. The order of the general means may be classified as follows: The home, or family; the common or primary school; the high school, seminary or secondary school; the college, or superior school; the university, professional or special school; the apprentice or applied school.

The time for each, as at present generally arranged, is as follows: For exclusively family training, 6 years; primary, 8 years; secondary, 4 years; superior, 4 years; special, 2 years; apprentice, 3 years; total time of preparation, 27 years; leaving six years of the average life of man to live. This time for preparation, it must be seen, is entirely too long for the ordinary professions and callings, and yet, in order to

gain the mental strength and social equality, it seems all-important. If this intellectual attainment were possible, it would go far to allay our labor troubles and rectify our social evils ; and does not here, after all search is made, lie the true solution, *trained intellect* ?

If we could lift society intellectually to some common level, and that high enough to bring it to a recognized standard of intelligence, such as the degree of Master of Art, from there by special preparation in university or professional school, and then the professions and the arts, the American problem, the possibility of maintaining a free republic would be solved. We would then have a true American citizen ; intellectual equality would preclude the necessity of property equality, and this is the goal to which all efforts should be directed. Intelligence in America will always get representation ; taxation without representation, you know, threw the tea overboard. Social equality (not socialism) is the fundamental idea of the American citizen. There can be no social equality until there is a more evenly distributed intellectual equality. Mechanics and farmers, with intelligence enough to be respected representatives in our halls of legislation, would correct most of the evils which are now burdening this republic. These are the classes who feel the burdens and cause our labor agitations.

This standard of intelligence can only be had by shortening the time that at present is required to gain this mental drill. In all lines of art, less time is taken to produce the same articles ; so marked is this that less hours are asked for as a day's work. Can we say as much for the school ? Do we make good readers now in less time than before the graded system or the present methods were introduced ? Do we have mathematicians at a younger age ? Do we add a sufficient amount of physics and art to account for the loss (if it is a loss) of language and mathematics and added months ? Have we not fallen into some of the evils that Dr. Harris spoke of in his report ? Have we not divided and subdivided our theoretical teaching until the matter of acquiring knowledge becomes confusing and irksome, with no possible sight of an end ? and hence the few who reach the goal. Are we not trying to train the mind directly without taking into account the laws through which the mind is trained,—the eye-training, the ear-training, the voice-training and the hand-training ? or the laws of observation, appropriation, creation and commanding ? Have we as legislators, school-boards and teachers, in the organization of our present schools, considered the 265 callings, as represented in the census report, and so directed the acquirement of theoretic knowledge that these callings as a whole can have the greatest benefits ?

Should not our inverted pyramid of school life become a Grecian

column, enlarged in the middle, strong and heavy to the top? Can not the state, through its school boards, provide such facilities and the teachers arrange such methods that the children may be carried through the public school with the present required power of thought and do it in much less time? Dare I say four years less? This would have the desired effect of bringing many, many more of those preparing for citizenship to the doors of our institutions for superior instruction.

In our arts, we say to the artisan: "A carriage is desired that weighs but eight hundred pounds, which shall carry six persons with as much safety and assurance to the persons carried as the carriage formerly weighing twelve hundred pounds; can you do it?" The carriage maker will shrug his shoulders and twist his face, and turn to his skilled mechanic and get a response which will enable the proprietor or manager to say, "We can try." The purchaser says: "But I must have the carriage for one-third less money than the price of the twelve hundred pound carriage." The carriage maker again shrugs his shoulders and twists his face and turns to his skilled foreman, who says it will require a re-arrangement and increase of machinery with increased rapidity. "If this were done you might make the promise." The proprietor or manager will turn to the purchaser and say: "How many will you need?" "Two hundred and forty thousand, at the price named!" The eyes open, the face brightens, and the response is made, "I will do it."

TOO MUCH SMATTER.

BY JONAS COOK.

The writer has examined of late quite a number of high school courses of study, and he has almost concluded that the old motto, "Not how much, but how well," has undergone a radical change, and now reads, "Not how well, but how much."

Upon examination, it is found that grammar, arithmetic, and United States history have a place in the first year of many high schools, and are, also, to be reviewed in the last year. Then the higher branches are, algebra, plane and solid geometry, physical geography, physiology, physics, zoology, geology, astronomy, botany, chemistry, rhetoric, English literature, and general history. And in many, are to be found, besides all or nearly all the above, German, Latin, mental and moral philosophy and trigonometry. Now, all these branches are to

be completed in three or four years. Can it be done? Is it not folly to attempt it? The mind must have time to grow and develop, and an attempt to stuff from twelve to fifteen of the higher branches,—besides all the common ones, into a boy or girl between the ages of six and seventeen years is a crime. The object of the public school should be to teach boys and girls *how* to think, *how* to study and apply themselves, how to use books. It should *discipline* their minds instead of converting them into phonographs into which books and teachers talk, until by a kind of "crank" process these living phonographs give back unassimilated, as it were, that which has been talked into them. It almost seems as though superintendents have vied with one another in the length of courses of study, and quite often the smaller the town the longer the course. Six or seven of the higher branches together with the common ones, all well mastered, besides that general information pupils should receive, would be far better than this attempt to skim over twice that number.

The superintendents of schools of this State who are graduates of public high schools are few and far between. Will some one tell me why?

McArthur, O.

THOUGHT GLEANINGS.

THE MORALITY OF EXAMINATIONS.—The whole problem of examinations and the right way of conducting them and preparing for them touches very near the morality of school life. Look well to the influence which the examinations you use are having on the ideal of work and duty which your scholar is forming. Ask yourself often if that which will enable him to do best in examination is also that which is best for him to learn. Watch how the prospect of the examination tells upon his methods of study, his sense of honor, his love of truth. Determine that whatever happens, you will not pay too heavy a price for success in examinations. Discountenance resolutely all tricks, all special study of past papers, and of the idiosyncracies of examiners, and all speculations as to what it will and what it will not "pay" to learn. It is because sufficient regard is not paid to these considerations, that many thoughtful persons now are fain to denounce examinations altogether, as the bane of all true learning, and as utterly antagonistic to the highest aims of a teacher. There ought, however, to be no such antagonism. In their proper place, examinations have done great ser-

vice to education, and are capable of doing yet more. But they can only do this on one condition. Let us make sure that for us, and for our pupils, success in examinations shall not be regarded as an end, but as a means toward the higher end of real culture, self-knowledge and thoughtfulness. And let us keep in mind for them and for ourselves the old sound maxim: "Take care of everything but the examination, and let the examination take care of itself."—*Fitch*.

TEACHING IS THE NOBLEST OF ALL PROFESSIONS, but it is the sorriest of trades; and nobody can hope to succeed in it who does not throw his whole heart into it, and who does not find a positive pleasure as he watches the quickened attention and heightened color of a little child as he finds a new truth dawning upon him, or as some latent power is called forth. There is no calling more delightful to those who like it; none which seems such poor drudgery to those who enter upon it reluctantly or merely as a means of getting a living. He who takes his work as a dose is likely to find it nauseous.

The true teacher ought to be drawn toward the profession by natural inclination, by a conviction of personal fitness, and by a wish to dedicate himself and the best powers and faculties he has to this particular form of service. That conviction, if it once dominates the mind of a person in any walk of life does much to ennoble and beautify even work which would otherwise be distasteful; but I know no one calling in which the presence of that conviction is more necessary, or its absence more disheartening than that of a schoolmaster.—*Id.*

RELIGION IN THE SCHOOL.—There are two extreme and opposite views on the relation of religion to moral training in the school. The one asserts that public school training must be completely divorced from religion,—it being assumed that denial of the right of the public school to give sectarian religious instruction shuts out all religious truth and sanctions. The other extreme view claims that formal religious instruction must be made the basis of all moral training,—it being assumed that the absence of the catechism and other technical instruction in religion from the school necessitates the absence of all vital religious influence.

There is a practical mean between these two extreme views. What is needed to give efficiency to moral training in school is not formal religious instruction so much as the quickening of the conscience and the influencing of the will by the wise use of religious motives and sanctions. When a witness appears in court to give testimony, he is not formally instructed in religious doctrines, but his conscience is quickened and its authority reinforced by an oath that appeals to the

Omniscient Searcher of hearts and the Supreme Source of truth and obligation. A similar but less formal use of the common sanctions of religion is needed to quicken the moral sense and reinforce the lower motives in the moral training of the young; and whatever may be true of the necessity of the religious oath in the administration of justice, there can be no question respecting the importance of religious sanctions and motives in school training. In view of the imperative need of the most vital moral training possible in our schools, this necessary use of religious influence should receive universal approval.

The writer is aware that theoretical objections can be urged against the practicability of the golden mean above suggested, but happily there is no such difficulty or confusion in the practice of thousands of teachers. The great majority of American schools are religious without being sectarian, and it is high time that this fact was more universally recognized.—*White's Elements of Pedagogy.*

A NEW KIND OF SCHOOL.—There is a new kind of school and there are new lessons and new teachers coming. Books we must have. To learn, we must read. But we may read all about boats, and yet we can never learn to sail a boat till we take the tiller in hand and trim the sail before the breeze. The book will work wonderfully in telling us the names of things in the boat, and, if we have read about sailing, we shall more quickly learn to sail; but we certainly never shall learn till we are in a real boat. We can read in a book how to turn a heel in knitting, and may commit to memory whole rules about "throwing off two and purl four," and all the rest; yet where is the girl who can learn to knit without having the needles in her hands? This then is the idea of the new school—to use the hands as well as the eyes. Boys and girls who go to the ordinary schools, where only books are used, will graduate knowing a great deal; but a boy who goes to one of these new schools, where, besides the books, there are pencils and tools, work-benches as well as writing-books, will know more. The other boys and girls may forget more than half they read, but he will remember everything he learned at the drawing-table or at the work-bench, as long as he lives. He will also remember more of that which he reads, because his work with his hands helps him to understand what he reads. I remember long ago a tear-stained book of tables of weights and measures, and a teacher's impatience with a stupid child who could not master the "tables." And I have seen a school where the tables were written on a black-board—thus: "two pints are equal to one quart," and on a stand in the school-room was a tin pint measure and a tin quart measure, and a box of dry sand.

Every happy youngster had a chance to fill that pint with sand and pour the sand in the quart measure. Two pints filled it. He knew it. Did he not see it, did not every boy try it? Ah! Now they knew what it all meant. It was as plain as day that two pints of sand were equal to one quart of sand; and with merry smiles those six-year old philosophers learned the tables of measures; and they will never forget them. This is, in brief, what is meant by industrial education. To learn by using his hands—to study from things as well as from books. This is the new school, these are the new lessons. The children who can sew, or design, or draw, or carve wood, or do joiner work, or cast metals, or work in clay and brass are the best educated children, because they use their hands as well as their eyes and their brains. You may say that in such schools all the boys will become mechanics, and all the girls become dress-makers. Some may, many will not; and yet whatever they do, be it preaching, keeping store, or singing in concerts, they will do their work better than those who only read in books.—*From "The Children's Exhibition," by Charles Barnard, in the St. Nicholas for October.*

ANOTHER EXPERIMENT.

BY JOHN HANCOCK, LL. D.

Some two or three years ago, I presented in the pages of the MONTHLY the results of an examination on one problem in arithmetic. This problem was constructed for the purpose of ascertaining the ability of pupils to deal with arithmetical questions according to the rules of common sense. These results were, to say the least, somewhat unexpected. It was found that pupils of the third and fourth years were quite as successful in dealing with the problem as those of the sixth and seventh years. If I remember correctly, I then indulged in no generalizations on the result of my experiment, and it is not my intention to do so now,—for every one knows how misleading generalizations from insufficient data may be, but the grave suspicion will obtrude itself that there is no such growth of power in pupils as they move upwards in their grades, as we should expect from a perfect scheme of education.

It occurred to me the other day to make another little oral examination of the eighth year pupils to see whether they had a clear notion of division by a fraction, of which I had some doubts. The following is substantially the course of the examination :

If you divide 100 by $\frac{1}{2}$, what is the quotient? *Ans.* Fifty. If you divide 100 by 2, what is the quotient? *Ans.* Fifty. (Both these answers with great readiness and unanimity). Then, dividing by $\frac{1}{2}$ and by 2 is the same is it not? *Ans.* Yes, Sir. I then concluded to give the problem in the concrete. If you have a bin containing 100 bushels of wheat, how many times must you dip a two-bushel measure into this bin to empty it? *Ans.* Fifty times. How many times would you have to dip a half-bushel measure? *Ans.* Two hundred times. Having got a straight answer through the concrete, I turned back to the abstract, supposing we should now have plain sailing; but it will be seen disappointment awaited us.

What is the quotient of 100 divided by $\frac{3}{4}$? *Ans.* Seventy-five. What of 100 divided by $\frac{1}{4}$? *Ans.* Twenty-five. If you divide 100 by 1, what is the quotient? *Ans.* A hundred. Which has the greater value, 1 or $\frac{3}{4}$? *Ans.* One. Then, the larger the divisor the larger the quotient, and the smaller the divisor the smaller the quotient? *Ans.* Yes, Sir. And there the examination, having reached a general principle, closed!

Perhaps teachers who read this may conclude that the pupils subjected to my test have been poorly taught. On the contrary, they have been very well taught, according to the prevailing methods of instruction in arithmetic. And I have no hesitation in venturing the assertion that the same results would follow a similar test in every system of schools from New York to San Francisco. Doubtful teachers will have their eyes opened, if they will but make a like trial of their pupils.

I draw no inferences from this little experiment, as I did not from the former one. Possibly there is nothing in it—not enough, at any rate, to justify its being spread before the readers of the MONTHLY. Yet I must confess such experiments, with other indications, almost lead me to fear, sometimes, that there is a radical defect in our whole scheme of school education.

LITTLE THINGS NEEDFUL IN THE SCHOOL-ROOM.

BY KATIE MILAN.

In admiring the strength and grandeur of the oak, we sometimes forget the beautiful flowers at our feet. So it is in our calling; in scaling its mountains, we are often indifferent to the valleys along the base. We need beauty in the school-room. A few pictures on the wall;

autumn leaves arranged in artistic designs; dried grass made into winter bouquets—all these help to make a school-room beautiful and homelike. Thus we cultivate in our pupils a love of the beautiful, and this love may prevent crime by and by.

Neatness is another essential. When the day's work is done, give the school five minutes to put desks in order. Let the pupil have a place for each book, and insist that it be put in that place. Make the child feel that his desk is his kingdom, and that he is a little sovereign, responsible for maintaining order there. He will soon take pride in being orderly. Five minutes each day thus spent will cultivate in the pupil a habit of neatness that will last him through life. And be sure you enforce your precepts by example. Be neat and orderly yourself.

Ventilation, though all-important, is much neglected. The room should be thoroughly aired before school, and also at frequent intervals through the day. This can be done by giving five minute recesses. Then let the windows be thrown open, while the children march or move around.

A teacher's pleasant "good morning," as the child enters the school-room, smooths away many a wrinkle for the day. Has a little one been absent, it is well on his return to go to him and shake hands, telling him that you missed him, and that you are glad he is back. It will brighten his little life wonderfully. He will begin to think his teacher cares for him, and for that day, at least, his work will assume a new interest, for you know the charm of being cared for affects us all. Perfect courtesy in look and tone will very quickly clear a murky atmosphere, making it genial and pleasant.

Solicit rather than command; for many a child will eagerly comply with a request that he would quickly resent as a command. Miss A, being sick, engaged Miss B to take her place. Miss B taught half a day. Imagine Miss A's surprise, on going back to her school-room, to find the children grouped together discussing Miss B's qualities. "Miss B is not a lady," said one child emphatically. "Why?" said Miss A, who had stolen among them unobserved. Said they, "Because she orders us to do things. Now, you always ask us. We like you best." The reason was obvious.

Don't you feel well to-day? Are things awry? Don't go to school this morning with that cloud upon your brow, and inflict the petty meannesses of ill temper on your innocent pupils, while the becoming graces of love, charity and patience are forgotten. It is hard to be patient, there is no doubt about that. Indeed, there is no grace so difficult to obtain. But, dear, hardworked teacher, it becomes you

and makes you better. Not just the patience to bear quietly things that happen, but the patience that will enable you to smile and be bright when your heart is aching. For, be very sure, your smile and kindly word are the happiness of your pupils.

Love is the sunshine of the human heart. Open wide the door of your heart and take all your pupils in. Love them, love them dearly. They will repay it a thousand fold. There is no truer affection than that of child and teacher. And this love will come back to us like the dew that is absorbed by the sun. It will keep us from growing selfish and make our hearts young again. When you look at the sorrow and crime on every side, does it sometimes seem as if our labor and love are all for naught? Then remember, "that the world's history is a divine poem, of which the history of every nation is a canto, and of every man a word. Its strains have been pealing along down the centuries, and though there have been mingled the discord of roaring cannon and dying men, yet to the Christian, Philosopher and Historian—the humble listener—there has been a divine melody running through the song, which speaks of hope and halcyon days to come. The record of every orphan's sigh, of every widow's prayer, of every noble deed, of every honest heart-throb for the right, is swelling that gentle strain; and when, at last, the great end is attained, when the lost image of God is restored to the human soul, when the church anthem can be pealed forth without a discordant note, then will angels join in the chorus, and all the sons of God again shout for joy."

During the past seven years, some of our ladies have held, regularly, Sabbath afternoon prayer meetings in the jail. At these meetings, the prisoners participate by reading a verse in the Bible, and singing songs. A prominent worker, in speaking of it the other day, said that the cast of the prisoners had entirely changed. Seven years ago, the inmates were men, ignorant, besotted, low. The majority were over thirty years of age, and could neither read nor write. In our jail to-day, there are twenty-one—seventeen boys and four girls. None are over thirty years old. The majority are in their teens. All are bright, intelligent and keen; all can read surprisingly well; all have been members of Sunday school. All have attended the public school somewhere. As the lady said, "The mental culture is fine; the moral culture very poor." What is the reason? Teachers, is there anything in our method, or system, or in ourselves, that fosters crime? Let us think of it. There must be a cause somewhere.

There are homes where the day is ever night, and not one ray of dawn enters. Have you unfortunate ones from such homes as these? Is a boy unkempt, reckless, indifferent, fierce? Does he try you a

hundred times a day with his horrible ways? Let me whisper it: Do you sometimes wish he would leave? Hush! Courage! For you may be the one element in that boy's life necessary to bring out a noble, strong manhood. For God sometimes hedges round a noble character with an ugly burr, the better to protect the fruit.

"Have you ever paused to note how that pure and stainless flower, the water lily, grows? From filth and slime and every conceivable noisomeness she springs, to crown the bosom of the waters with her snowy cup, and among us all is there one so cunning that he can tell by what wondrous alchemy the vileness is transmuted to beauty, the uncleanness to unsullied purity, the very nadir of degradation to the perfection of unsurpassable splendor?"

And even as this lily grows, borrowing her purity we know not whence, her beauty we know not how, so may it not be that from the dark unkindly soil of a sinful human life may be born a germ that, while having its root in foulness, and owing its very existence to shame and transgression, shall grow to a vigorous, stately flower, that, in the beholding, we are almost fain to forget whence it has arisen?

For, as from richest and most healthful soil, with every favoring influence of sunshine, wind and rain, may creep into life a noxious, deadly poison, a thing of hatefulness, whence our eyes turn with fear and loathing, so it is not given to us to say, "By such and such means was the evil turned to good; we can but blindly puzzle out a meaning for ourselves, nor dare to lift our brows to heaven and, with boasting pride, cry aloud that we have found it." The aim of all education is culture.

Culture is sweet; it is lovely. But there is a soul culture beyond all price. Its main-spring,—God, its ambition—right. Plant deep down in the hearts of the children the love of God and a love for God. Let this be the root from which all action springs, and you will give them an anchor for all time. And in the years to come, it will be to them as the shadow of a great rock in a barren clime, shelter, protection, hope.

NOTES AND QUERIES.

"I SAY NO."

I beg leave to enter a protest against the current absurdity of parsing "but a" as an adjective, in such constructions as the following, or, indeed, in any construction:

"He is *but a* child."

What does it *mean*? Why, it means "He is *merely* a child."

To prove that the *a* has no connection with the *but*, we have only to pluralize: They are *but* children. Then how can we parse *but* in this construction?

It is apparent that *child* and *children* here have a subordinate, adjectival use in modifying *he* and *they*; and *but* is an adverb, emphasizing the adjectival concept.

When we say, "They are children," we state a patent fact, we relate it without bias or implication, and we state it solely for identification; but, on the other hand, when we say "They are *but* children," we impart an excusative or extenuating idea, as if we should say, "They are children, and therefore childish."

"*Not a*," the complementary moiety of this interesting brace of twins, is not less ill-favored.

"Many a" we are forced to accept, and make the best of, as also the Teutonic *was-fur-ein*, in "What-for-a man is he?"—a locution frequently heard in the speech of the people, but seldom clothed in the dignity of print; but we draw the line at "*but a*," because it is not idiomatic, and because it is not grammatical.

Further: We protest against parsing as an infinitive the verb following "please" in sentences similar to this: "Please give me a penny." The dominant idea is, "Give me a penny," and in the rude beginning of our language this harsh, brief form was the vogue. Later, the more polished Latin, modified in its passage through the Romance branches, came in to soften and adorn the rigid Anglo-Saxon, and the curt imperative was ameliorated by the addition of an "if it please you," now contracted to a bob-tail "please," and prefixed or suffixed, indifferently, to the dominant imperative.

Whatever the position, however, the sense of *please* is still subjunctive, and that of the sequent verb still imperative, and hence we protest against the usual method of parsing them.

LLOYD WYMAN.

"MAY I?"

My attention was attracted by an article in the November number entitled "May I?" I would like to ask the same question, for I, too, want to grumble a little. If we go to a teachers' meeting or institute, we hear a great deal about "The New Education," and if we read an educational paper, we have more of it. "May I" ask what it is? Can any one tell? I am glad the country schools, as well as the city schools, are to be benefitted by it, whatever it is. In our county, last year, the country teachers were examined upon Payne's Lectures, and this year they are all studying psychology. I think this must be a good thing, for some complain that the country teachers do

not know any more than the law requires of them; and I am glad they have an opportunity of obtaining a good knowledge of the science of education and the art of teaching. But I wish something could be done to make good readers, writers and spellers of them, and to see that they make good readers, writers and spellers of their pupils. In many of the schools the pupils are not taught to write at all, and in others they simply follow a copy, and often a poor one at that.

"May I" ask why so little attention is paid to penmanship in country schools, when it is deemed of so much importance in most city schools as to require a special teacher?

"May I" ask, again, whether it is worth while for teachers to give much attention to new things in education, until they have become fairly proficient in teaching reading, spelling, writing and arithmetic? This is not a very loud growl, but perhaps loud enough for one of my sex.

P.

ABOUT STRAWBERRIES.

Dear Mr. Findley:—I discover by reading the last MONTHLY that my benevolent efforts to impart a little useful and interesting information to some of my rural friends, whose good fortune it is to meet me at the meetings of our State Association, have given me an unenviable reputation. Strawberries? Why, only last Saturday, I saw offered for sale on our market several baskets of strawberries larger than a buckeye (not "A Buckeye Abroad"), and these were of the second crop produced this season by our fertile hills.

Last August, in company with a dozen other schoolmasters, I one day took dinner with our friend M. A. Sprague, of Berea. One good thing often suggests another, and the dinner suggested "strawberries." Hon. L. D. Brown, with malice prepense as it afterward seemed to me, asked me to tell them all about Barnesville strawberries. I innocently and in good faith opened the exercise with the statement that the largest berry I had seen *this* season measured only thirteen and a half inches in circumference. The eloquent silence which followed, (and in which Mr. Brown heartily joined), was exceedingly oppressive to a sensitive nature. It reminded me so forcibly of Mr. Morris, and there was something so exasperating in the manner in which the company seemed to be making a mutual comparison between the soup-tureen and—something, that our lesson in horticulture closed right there. The class was evidently not in sympathy with the teacher—had not, as it were, imbibed his spirit (nor similar spirits)—and when such a state exists, it is always best to—change the subject. "Aint the truth the truth?"

Truthfully Yours,

H. L. PECK.

"OR" OR "NOR."

The following is found in Phoebe Cary's "The Leak in the Dike :"

He wouldn't have robbed a bird's nest,
Nor brought a stork to harm.

And in another place,—

"So I must not fret *or* grieve."

Which of these is correct?

H.

QUERIES ANSWERED.

Q. 5. Page 526.—The solution given to this problem in the November MONTHLY, by J. W. Jones, is incorrect. The proportion, $x : y :: 3 : 2$, should be, $x : y :: (3 - y) : (2 - x)$. E. M.

Q. 7, p. 526.—It was a surprise to find that the solution of this problem was attempted by any one. The problem admits of no solution, as not enough conditions are stated. In the problem cited by J. W. Pfeiffer, in Ray's Higher Arithmetic, the pork merchant and commission merchant are one and the same person; while by a careful reading of this problem it can be readily seen that the pork dealer and commission merchant are different persons. E. M.

Q. 1, p. 582.—A nation is "a body of people living under the same government." Neither Canada nor Ireland is a nation, but each is a part of the British nation. P. S. D.

Q. 2, p. 582.—Any or all of the following prove the rotary motion of the earth: 1. The apparent daily motion of the heavens. 2. Greater weight of bodies near the poles. 3. Increased motion of the pendulum near the poles. 4. Oblateness of the earth. 5. Falling bodies. 6. The pendulum experiment. 7. The gyroscope. 8. Analogy. J. S. WHARTON.

Q. 3, p. 582.—What force has "now" in the sentence, "*Now* the ark was a very holy thing?" I think it has the same force as "now" in the sentence, "*Now* Barabbas was a robber." In this sentence, "now" is an adverb having the force of a conjunction used to introduce the sentence. See Webster. J. H. H.

Q. 4, p. 582.—"Lynch Law" owes its name to one James Lynch, mayor of Galway, Ireland. His own son was brought before him on a charge of murder. The son was found guilty and the sentence of death was pronounced by the father. Fearing a rescue, he had the son brought home and speedily hung before his own door. The term has since been applied to the summary execution of the law against criminals. It is now more commonly applied to the summary

punishment of criminals by unauthorized persons, without the forms of law; and in this sense it is said to have had its origin in Virginia, where a farmer named Lynch took the law into his own hands and punished a thief, by tying him to a tree and flogging him. C. L. D.

Q. 5, p. 582.—The origin of "mind your p's and q's" is uncertain, but generally supposed to have originated in the printing office. The difference between p and q, in Roman type, being slight, young compositors are liable to confound them. A. C. L.

Q. 6, p. 582.—Let x = the length of the ladder. Then $x - 6$ = the point the ladder reaches at top after being lowered; and we have $(12)^2 + (x - 6)^2 = x^2$. From this equation, we find, $x = 15$ feet, the length of the ladder, $x - 6 = 9$ feet, the point touched by the ladder after being lowered; hence, by adding 9 feet and 6 feet, we have the height of the house or 15 feet. R.

If the ladder stand vertically, and against the house, the length of the ladder is equal to the height of the house, and each is 15 feet; if the ladder *lean against* the house, it may be any length whatever, so long as the house is 15 feet higher than twice the distance of the foot of the ladder from the base of the house. W. S. MARSHALL.

J. C. Gregg agrees with W. S. Marshall. J. W. Jones, J. W. Pfeiffer, D. K. and C. E. S. get 15 for the answer.

Q. 7, p. 582.—Find the present worth of \$304.98 for 3 mon., which is \$299; add the last payment, \$20.40, and we have the amount due Apr. 1, 1874, before that payment was made, \$319.40. We readily find \$306 to be the amount due April 1, 1873, after that payment was made. Now, the amount of \$306 from April 1, 1873 to April 1, 1874, if no payment had been made, would have been \$330.48; hence, \$330.48 less \$319.40, or \$11.08, was the payment made.

J. C. GREGG.

Same answer by G. B. R., W. S. Marshall, E. M. and J. W. Pfeiffer. R. F. B. gets \$11.12 $\frac{1}{2}$.

Q. 8, p. 582.—The last figure in the root was evidently 4; hence, $241,948 \div 4 = 60,496$ = last complete divisor. $60,496 - 16 = 60,480$ = remaining two parts of divisor; $60,480 \div 3 = 20,160$. Extract square root of 20,160 to within nearest unit = 140. Hence, 144 = root of power, and power = 2,985,984. J. W. PFEIFFER.

J. B. Patterson, W. S. Marshall, J. C. Gregg and A. A. L. get same answer.

Q. 9, p. 582.—The side of an equilateral triangle to the altitude is as 1 to .866025; $4 \div .866025 = 4.6188$, side of triangle; $(4.6188 \times 2 \times \$600) \div 160 = \$34.641$, value of land. $4.6188 \times 3 \times .75 = \10.3923 , cost of fencing. J. W. JONES.

Same result by R. P. Mercer, R., J. W. Pfeiffer, W. S. Marshall, A. A. L., A. C. Dempster, J. C. Gregg, E. M. and J. B. Patterson.

Q. 10, p. 582.— $35^2 + 20^2 = 1625$; $1625 \div 150 = 10\frac{5}{6}$; $35 + 20 = 55$; $55 - 10\frac{5}{6} = 44\frac{1}{6}$; $44\frac{1}{6} \div 2 = 22\frac{1}{12}$ = vertical distance from foot of stub to a level with point where the top strikes the ground; $150 + 22\frac{1}{12} = 172\frac{1}{12}$; $150^2 - 35^2 = 21,275$; $21,275 \div (172\frac{1}{12} \times 2) = 61.816$ + feet, = height of stub.

I am fully aware of the fact that this process will not solve *all* similar problems, hence I give it for just what it is worth, a good approximation, and no more. J. W. J.

E. M. and J. W. Pfeiffer get same result by algebra. The latter says the problem cannot be solved by arithmetic. E. G. M., D. R. and C. E. S. get results differing from the above and from each other.

We must remind some of our contributors to this department, of what we have stated several times, that contributions intended for any issue of the MONTHLY should be received as early as the 15th of the previous month. A good many contributions have not appeared because they came too late. Others have failed to receive recognition because written on both sides of the paper. Write only on one side of the paper, and attach signature to each item, query, or answer.

We have the feeling that this department might be more profitable, if it were more a medium of communication between teachers concerning the every-day experiences and difficulties of the school-room. Tell each other through the MONTHLY of the new plans you adopt and how they work. Tell of your failures as well as your successes. New and striking thoughts come to you in your work and in your reading; jot them down and send them in, that they may stimulate and cheer your fellow-teachers.

QUERIES.

1. What kind of a government had the United States between the adoption of the Declaration of Independence and the adoption of the Articles of Confederation? C. E. S.

2. Is there any word in the English language containing q not followed by u? T. J.

3. What and where are the Sunderbunds? T. A. P.

4. Why do telegraphic night messages cost less than day messages? R. J. W.

5. To what extent can a country school be classified? What is the minimum number of daily recitations which should be heard in a well organized country school? E. A. D.

We hope to hear from a good many country teachers on this query.—ED.

6. How long, from the time of first entering a country school, should a child be in completing the First Reader? What else should it learn in that time? R. L. T.

7. "*More* is thy *due* than *more* than all can pay." Give the construction of italicized words. R. H. S.

8. "He sacrificed all for his friends: *what* could we ask *more*?" Give construction of words in italics. H. F. S.

9. A man cleared \$19 in 25 days, by earning \$1.25 each day he worked, and spending 50 cts. each day he was idle. How many days did he work? Give arithmetical solution, with *explanation* for class use. R. H. S.

10. A bought 75 shares (\$100) of bank stock at 98½. He held it for 3 years and 6 months, receiving a semi-annual dividend of 4 percent, when he sold it at 105. Money being worth 6 percent, simple interest, what was his gain? R.

11. Three men are to carry a log 24 ft. long and of uniform size. Two of the men are to use a pole or spike. The third man's place is at one end of the log. How far from the other end must the spike be placed, in order that each man shall bear one third of the weight?

FELIX RATHERGATE.

THE SILENT LAND.

From the German of Salis.

BY CARRIE CHEYNEY.

Into the Silent Land!
 Who will guide us thither?
 O'er evening's sky the clouds already gather,
 And wrecks more thickly strew the gloomy strand.
 Who will guide us with gentle hand
 Thither, O Thither,
 Into the Silent Land?

Into the Silent Land!
 To you, unbounded realms
 Of never-ceasing progress! Tender morning dreams
 Of beauteous souls! Earnest of life beyond!
 Who faithful through all conflicts stand,
 Bear with them Hope's bright blooms
 Into the Silent Land.

O Land! O Silent Land!
 For all by life's storm's driven
 The gentlest messenger of Heaven
 Beckons, and with his torch reversed doth stand
 To guide us with a gentle hand
 Onward, into Death's dominion,
 Into the Silent Land.

Wooster, Ohio.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

A Christmas greeting to all the members of the MONTHLY family. Grace, mercy, and peace be multiplied.

We commend to primary teachers the excellent paper of Miss Smith on "Primary Number Work." And, indeed, teachers of any grade may read it with profit. It breathes the spirit of the true teacher. Its two pictures are true to life and admirably drawn. Look at them, study them closely, and choose.

To the students of Political Economy in the reading circles: Do not assume infallibility. The bi-metallists and the protectionists may be in error, but you will never convince them by calling them fools and knaves. One simple rule may be of value: Strive to study and teach the science as they *don't* at Yale or Williams.

M. R. A.

We are at the end of Volume XXXV. A good many subscriptions expire with this number, which we hope will be renewed promptly. If your time has expired, remember that you will not receive the next number without some intimation from you that you wish to continue. And just at this time, we ask our friends to make a movement all along the line to extend the circulation of the MONTHLY. There are several thousand Ohio teachers without the MONTHLY, who ought to have it. If you have a friend to whom you would like to have a sample copy sent, send in the name. TO ALL NEW SUBSCRIBERS RECEIVED BEFORE THE MIDDLE OF JANUARY WE WILL SEND THE NOVEMBER AND DECEMBER NUMBERS FREE.

Mr. Thomas P. Ballard has an excellent article in a recent issue of the *Ohio State Journal*, drawing a distinction between anarchism, socialism, and communism. In the course of the article, he very fittingly refers as follows to a kind of anarchism which has for a long time prevailed in Ohio:

"But some urge that it is wiser to build up a new society, rather than to hurl complaints against present conditions. Formation is better than reformation.

They say, build up our schools. This leads us to another kind of anarchy that is most difficult to eradicate. If any one will study the organization or rather disorganization of the country schools of the State of Ohio, they will be surprised at the amount of anarchism growing out of the complications and conflicts involved in our subdistrict system. For many years there has been a united appeal on the part of the educators of the State, without distinction of party, to get some legislation, but in vain. Measures for such general public interest are often crowded out and preference given to bills drawn up in favor of local, individual, political or class interest."

"Don't you grow tired of going over the same old studies? It must be tread-mill work."

Not if your heart is in it. Every year the studies show me something new, and around me there is flowing a constant stream of fresh young life. Its surface varies with every moment. To the careless it is ever the same, but the true student knows that its wavelets are endless in variety.

"Are you not weary of trimming that old lamp?" was said to the keeper of a light-house. "You take as much pains as you did ten years ago when all was new."

"And why not? The lamp is no longer new, but that steamer which may pass to-night is laden with as precious a cargo of lives as any that passed in safety ten years ago. As long as life lasts I will keep my lamp bright."

M. R. A.

Natural aptitude and acquired power exist among teachers in varying proportions. The one often supplies the deficiencies of the other. The truth which Bacon so well sets forth in regard to the work of life in general, fits the teacher's office well. "Studies perfect nature and are perfected by experience: for natural abilities are like natural plants that need pruning by study. And studies themselves do give forth directions too much at large, except they be bounded in by experience." We do not see how the elements of a teacher's qualifications could be better expressed. Natural ability, study of principles and methods, and practical experience constitute the trinity of qualifications of the well-equipped teacher. The born teacher should rejoice in his natural gifts, but he should assiduously resist all tendency to trust in them and sink down into easy-going mediocrity. The teacher of small natural ability need not despair. Courage, zeal, faithfulness, and personal consecration are doing far more of the world's work than great talents are doing. At any rate, all that is required of any one is to use well the talents and opportunities he has.

Teachers should be good feeders. Pythagoras correctly maintained that there is a close relation between food and virtue. Conduct as well as temper depends in large measure upon digestion—upon the assimilation and conversion of healthful food into good muscle and nerve fiber. It is doubtless true that "an adequate practical recognition of the value of proper food to the individual in maintaining a high standard of health, in prolonging healthy life, and thus largely promoting cheerful temper, prevalent good nature, and improved moral tone, would achieve almost a revolution in the habits of a large part of community."

But good mental digestion and a good supply of healthful mental food are equally important to the teacher. Neither mental dyspeptics nor mental starvelings can be good teachers. There is need of an abounding fullness of intellectual life, which comes only of good mental feeding and vigorous mental exercise. Too much stress cannot be laid upon this. It is fundamental and essential. It is not enough that the teacher have full store of knowledge: he must have a fresh, vigorous, active mind. The mind having full store of knowledge, but not in an active, growing state, is like a stagnant pool. It can furnish no refreshing or invigorating draughts. The teacher who is not a student is a teacher only in name.

The following valuable suggestions concerning the correction of pupils' written exercises are found in the "Outlines of Oral Lessons," prepared by Dr. White, for the Cincinnati schools. Teachers who can "take the hint" may find in these suggestions happy relief from a great burden. There can be no relief, however, from the labor and pains of seeing that pupils "take pains" with their work. Without careful supervision, many of the pupils will continue to repeat their blunders, no matter how skillful the teacher in her blackboard instruction and illustrations.

"The most serious obstacle in the way of effective language-training in the schools, generally, is the supposed necessity of reading and correcting all the written exercises of their pupils. It is believed that the most effective training in language is not secured by correcting all or most of these exercises. It is far more helpful for the teacher to select one of the exercises written by the pupils, and correct it on the blackboard, with the assistance of the class. In the lower grades, the exercise should be first copied on the board, possibly without errors in spelling; and this may be done in advance by some pupil. It should then be re-written (at the right or left), sentence by sentence, and in the best form possible, the pupils assisting in the correction of errors and in improving the expression generally.

When the exercises of the pupils contain substantially the same facts, which is true generally below the fifth year, each pupil can correct his own exercise in the class, in connection with the board lesson, then rewrite it, and afterwards copy it in the exercise book. The essential thing is not the correction of all errors in every written exercise of the pupils, but so to train and help them that *they may make fewer errors in the next exercise*. To this end, it is quite sufficient if the teacher correct one exercise in five of those written by the different pupils. It is the class work in criticism and instruction, that tells."

A PENNSYLVANIA INSTITUTE.

We attended the thirty-fourth annual session of the teachers' institute of Dauphin County and the city of Harrisburg, Pa., held at Harrisburg during the week beginning Nov. 8. Unlike Ohio, Pennsylvania holds her institutes in term-time, the schools of the cities and towns, as well as those of the country, being dismissed during the week of the institute. Until recently, the teachers attended under compulsion and without loss of pay; but the school month having been reduced from twenty-two days to twenty days, the practice of paying the teachers for the time spent at the institute has been generally discontinued. The county superintendent, who has the entire management of the institute, has other means of securing attendance. The teachers are required to enroll and pay a small fee (75 cents in this case), when each is supplied with

a coupon ticket. A door-keeper takes a coupon at each admission, thus furnishing the county superintendent a record of the attendance of each teacher. As the teachers receive their certificates from the county superintendent, it is their interest to make a good record.

The attendance on this occasion was larger than we are accustomed to see at Ohio institutes. A very large court room was well filled at each session—probably exceeding five hundred at some of the day sessions, and a crowded house each evening.

What impressed us most was the large number of instructors and lecturers employed and the character of the instruction. The following instructors were announced, and every one was present at least a portion of the time: Dr. E. E. Higbee, State Superintendent of Instruction; Hon. Henry Houck, Deputy Superintendent; Col. F. W. Parker, Normal Park, Illinois; Supt. George J. Luckey, Pittsburg; Dr. Edward Brooks, Philadelphia; Rev. D. J. Waller, Principal of Bloomsburg State Normal School; Mrs. Rebecca Boardman, Teacher of Elocution and Reading, Allegheny City; George E. Little, Teacher of Drawing, Washington, D. C.; and the writer. Evening lectures: George Kennan, "Vagabond Life in Eastern Europe;" George R. Wendling, "Saul of Tarsus;" Col. Geo. W. Bain, "Among the Masses;" Dr. J. M. Buckley, "Cranks." The fee paid by the teachers entitled each to a ticket for the full course of evening lectures. All others were charged an admission fee of twenty-five cents. We were particularly impressed with this feature of the Pennsylvania institute. We understand that the practice of providing evening lectures of a high order prevails throughout the State. It brings this means of culture within the reach of many who would not otherwise enjoy it.

The instruction given at the daily sessions of the institute was of a very general character. The room was too large and the crowd too great for anything like effective teaching, which requires active participation on the part of the learner. About all that any instructor attempted was to lecture. All the instruction was what might be called professional. No academic instruction seemed to be thought of. No time was wasted in solving arithmetical puzzles, nor in guessing grammatical conundrums. This is as it should be. Some Ohio institutes we wot of might profit by the example of Pennsylvania in this regard. Judged by the institute at Harrisburg, the institute in Pennsylvania stands at a higher level than it does in Ohio.

Our observation has probably been too limited to form and express general conclusions with much positiveness, but we could not avoid making some comparisons not at all flattering to Ohio. Pennsylvania has ten State normal schools, from which go out into every community young men and women of good scholarship and instructed and trained in the business of teaching. We thought we could see evidences of the good work these schools are doing, in the intelligence and general tone of the teachers.

Again, each county in Pennsylvania has a superintendent who devotes his entire time to the interests of the schools of his county. He examines and licenses the teachers, visits the schools, advises boards of education, has the entire management of the teachers' institute, collects statistics, and performs such other duties as belong to the office. The county superintendency in Pennsylvania is certainly a great power for good. Ohio is falling behind in the race,

and unless she is willing to take her place entirely in the rear, she must speedily provide some kind of supervision for her rural schools.

There is another particular in which Pennsylvania is in advance of Ohio. She has township organization. Each township constitutes a school district, and all the schools of the township are under the exclusive control of a township board of education, consisting of six members. There must be no rest until this is secured for Ohio. Her present mongrel sub-district-township system is an incubus and a disgrace.

The Pennsylvania teachers' institute partakes largely of the character of the mass-meeting. Its chief purpose seems to be to beget and keep up an interest and an enthusiasm among both people and teachers, and it serves this purpose well. Local institutes are held in different sections of the county, for instruction in the details of school management and methods.

We made the acquaintance of a good many earnest workers, among them county Superintendent R. M. McNeal, of Millersburg, and city Superintendent L. O. Foose, of Harrisburg.

We shall take occasion to make further note of our observations in Pennsylvania.

FOR COUNTRY TEACHERS.

Last Saturday morning, I stepped into a room where "our butter man," as we call him, was seated. This same butter-man is a farmer, not at all above the average farmer of our county, a German whose education in Germany, although limited in time, seems to have been thorough as far as it went, and to have made quite an impression upon the old gentleman, as he can tell me a great deal about his school days, although he is now over sixty-five. After the good-mornings had been exchanged, the old gentleman said, "Well, how is school?" Glad to be able to speak a good word for its health and happiness, I returned the complimentary inquiry, to receive the reply: "Well, the country schools are not just what they should be. They don't improve so fast as the city schools. Indeed, I don't know that they get any better. They change teachers too often. They have too many different books." I shall not give all that the gentleman said, but it had the virtue which some conversations lack, it suggested thought.

In the first place, I wonder if there is not an absence of sympathy between the teachers of city and country schools, and if there is not a disposition on the part of many teachers to be content with success in their own schools without extending their interest,—satisfied if it is stated that the graded schools of Ohio compare favorably with those of other States, selfishly indifferent to the fact that not the same opportunities are afforded to the teachers in our country schools that are generously given in many other States. Then, on the other hand, I wonder if sometimes the hand held out by the graded-school teacher is not taken rather coolly, or left unnoticed.

It was stated in a paper read at the National Educational Association, in 1882, that more than three-fifths of the pupils in the schools were in country schools. If this is still the truth, what can be of more vital importance than their elevation?

Sometimes the complaint is made that in educational journals and at educational associations too little time is devoted to the interests of the ungraded

schools. Is not this in a great measure due to the country teachers themselves? When one of their number comes forward with a paper embodying his own valuable experience, who is received with more courtesy, and whose paper receives more earnest attention? Witness the treatment of the paper, "Management of Schools in Township Districts," at our last State Association. I know there is an erroneous feeling abroad that the State Association is intended for the teachers of the city schools, that there is an exclusiveness upon their part that will keep the country teacher from feeling at home. To any one who has heard such a statement, I say, come and see. I think you may find some over-dressed young ladies, who are as little at home there in reality as the greatest stranger, superciliously cool; but from the real workers of the Association, you will receive the heartiest greeting.

The greatest need of all our schools is good teachers. Now, are there any special difficulties in securing such for the country schools? Yes, there are. In this age, everything that is good costs. Even the teacher who does not love money for its own sake must have it for books, for travel, the means of culture. Therefore the higher wages of town and city will continually attract the best teachers from the country, and the schools will constantly be filling up with those who must make a little money to carry on their further education, to fit themselves for some other vocation. Is there any possibility of good schools so long as there is a constant change of teachers? Take any cultivated, experienced teacher, and if she is thoughtful she will look back upon her first year's work in a new place, perhaps with the consciousness that she did the best she could, and honestly knowing, it may be, that it was better than the work of some one else for the same school, but with the regret that it was not so good as it now is from the added knowledge of everything bearing upon her field of labor. I should like to hear suggestions of a remedy for this evil from those who have studied the subject. The one thing that I see most clearly is that the county examiners should refuse to license the undeserving. The majority of the board of examiners should consist of professional teachers. Political considerations should have no weight whatever with them. They should be brave enough to refuse a certificate entirely where there is not respectable scholarship. More than this, whenever they learn of successful teaching, it should receive an acknowledgment on the certificate. The need of a good county superintendent at the head of such a board is so apparent as to need no pointing out. I doubt if thoughtful teachers are watching anything connected with Ohio schools with intenser interest than township supervision. But while we must not cease to work for reform,—I fear we do sometimes because we are "of little faith,"—how can we make the best of things as they are?

In some respects, the teacher of the country school is to be envied. Where can there be a better place for the exercise of one's own thought, skill and ingenuity? If the problems of the ungraded school are solved at all, it must develop a good deal of brain power. But in order to secure freedom in carrying out one's best plans for the good of the school, one must learn how to manage his patrons, particularly the local directors. I have known teachers whose whole career has been one of marked success with boys whom other teachers called troublesome. Their success has been due to their ability to win the boys, from a very thorough knowledge of them, even of all their little peculiarities. "Men are only boys grown tall."

There is nothing derogatory to one's dignity in studying the character of the directors having charge of his school, in order that he may win them to his side, in order to secure their co-operation in all projects for the good of the school. In the city schools, there is, as a rule, no close relationship existing between the directors and the teachers in the schools. The superintendent stands as the medium of communication between the two parties. But I doubt if any teacher has been eminently successful in a country district who has not used common sense, even until it reached that most refined form, *tact*, in the management of the directors. To buy men is never commendable; to be able to influence them toward the good and the true is an evidence of power. It is never wise to antagonize any one, if by his action he can lessen the force which we have to exert towards the accomplishment of our object.

Once within the school-room, become master of the situation as rapidly as possible. If there is any one there who has been in the habit of "doing as he pleases," work steadily towards the bringing of him to do as *you* please. If you can accomplish this, so that he scarcely knows to what he is being brought, all the better for him, for you, and the school; but don't be satisfied until you have control of your school, although you may not have perfect quiet.

As rapidly as consistent with what we have already considered, reduce the number of classes in your school. I hope you are none of you in the condition of the man who taught forty-five classes in one day of six hours, recesses included. But with a little prudence, a little more care in your preparation of work, can you not reduce the classes until you secure a limited number of regular grades in your school? To reduce the spelling classes, bear in mind the supreme importance of written spelling, and that it is a waste of time to learn words which do not now and cannot for years really belong to the pupil's vocabulary. To reduce the reading classes, try to engage some of the pupils with other pleasant exercises until you have by class-work brought some others to the point where you can teach them together, even though there may be degrees of excellence. There is not a thoughtful teacher in any graded school who does not study daily how to furnish sufficient work outside of the regularly assigned lessons for the brightest pupils of her class, while urging the dullest forward to that which is believed to be the standard attainable by the average pupil. Geography scientifically taught, it seems to me, will never require more than two classes.

I suppose it will require a greater amount of moral courage to reduce the number of arithmetic classes than of any other classes. But teachers and pupils must learn another form of catechism than "What is the chief end of pupils? To cipher." No one likes accuracy and rapidity in mathematics more than I; but I do not look for any marked progress in culture in our ungraded schools until teachers, parents, and pupils are brought to the belief that to get knowledge, acquire brain power, and build character are the objects of education, and that arithmetic is only one of many means towards accomplishing this great end.

Insist upon keeping pupils out of the grammar class until they are ready for it; but do something regularly for language culture.

I should like to call your attention to the country schools of Indiana. It seems to me, from what I have heard in the last few years, that they must be ac-

compleishing now some things which we admit as desirable, but which we look upon as almost impossible. At present, I can but give the explanation of State Superintendent Holcombe, of the term *graded school*, as applied to country districts in Indiana. You will see for yourselves what a wonderful step in progress it is. "The term 'graded school,' as applied to country districts in Indiana, does not mean that the school has different rooms or departments under different teachers, as in town and city schools, but simply that there are different classes or grades, distinctly and sharply defined, in one room, under the care of one teacher; and that pupils, after beginning in the lowest grade, are regularly passed or promoted from grade to grade, as in city schools, and not required or allowed to go over the same ground repeatedly, as in most ungraded schools."

We have no doubt that, in some districts in Ohio, where a good teacher has been retained for a number of years, such a grading has been secured. Such a grading will have a wonderful effect in increasing the regularity of attendance of the pupils. And that is something not only essential to the progress of the pupil at school, but to his success in life. In order to assist to the utmost in this important work, each teacher should leave behind him a careful record of his school work, that his successor may at least try to begin where he left off.

It is almost impossible to conclude any article upon an educational topic without reference to the culture of the teacher. But all that has been written upon that subject applies to teachers of country and city alike—to the teacher in the loneliest rural district, and to the teacher in the metropolitan city. However, there is one thing that is more imperative upon the country than the city teacher, and that is, attendance upon the county institute; for, although I do not believe (for reasons which I have heretofore stated) in excusing any one, the city teacher has some things which may be regarded as a substitute, while the country teacher has not. Think if there is not truth in the saying, "The institute of a county is a fair index of its educational work."

MARGARET W. SUTHERLAND.

STATE EXAMINATION.

The next meeting of the State Board of School Examiners will be held in the high school building, Columbus, Ohio, and will begin Tuesday, December 28th, 1886, at 9 o'clock.

Applicants will be examined in the branches necessary to a ten-year certificate on Tuesday, and on Wednesday morning. The examination for life certificates will be continued on Wednesday, and will be completed on Thursday.

In no case will questions on any branch be given out until the regular examination in that branch.

Applicants for ten-year certificates will be examined in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, and Theory and Practice, including the Ohio School Law.

In addition to the branches named above, applicants for life certificates must be examined in Algebra, Geometry, Physics, Physiology, General History, English Literature and Rhetoric, Civil Government, and three branches elected

from: Geology, Chemistry, Botany, Astronomy, Zoology, Trigonometry, Latin, Greek, German, Logic, Anglo-Saxon and Early English.

Applicants for either grade of certificate, must present testimonials from leading educators, stating that such applicants have had at least forty-five months' successful experience in the profession of teaching.

These testimonials should be forwarded to the clerk of the board at least *thirty days before the date of examination*.

Successful applicants for ten-year certificates may have additional branches added by undergoing the same examination in such branches as candidates for life certificates.

Persons holding ten-year certificates, granted by this board, may, at any subsequent meeting of the same board, receive life certificates by passing an examination in the required branches.

Knowing that real scholarship demands concentration, it is the intention of the board to give due credit for eminent attainments in any particular line of study.

By order of the board.

C. C. DAVIDSON, Clerk,
Alliance, Ohio.

OFFICE OF THE STATE COMMISSIONER OF COMMON SCHOOLS, }
COLUMBUS, OHIO, Nov. 22, 1886.

To All Boards of School Examiners:

A meeting of school examiners will be held at Columbus, in the City Hall, beginning at 2 o'clock, P. M., Wednesday, December 29, 1886.

You are respectfully requested to attend this meeting for the purpose of considering the following questions:

1. What reforms are needed in the Examination of Teachers?
2. What reforms are needed in the Work of Teachers' Institutes?

LEROY D. BROWN,
State Commissioner of Common Schools.

FRIEND FINDLEY:—Please to acknowledge through the December MONTHLY the receipt of the following sums, since my report of Oct. 19th.

Oct. 26.—Supt. Frank R. Dyer, Belle Center, Logan Co.....	\$ 1.00
" 30.—Miss Marion Morlan, Salem, Columbiana Co.....	5.25
Nov. 2.—Prof. E. D. Lyon, Brecksville, Cuyahoga Co.....	6.25
" 4.—Supt. W. W. McCray, Logan, Hocking Co.....	4.50
" 9.—Supt. J. F. Lukens, Lebanon, Warren Co.....	9.00
" 10 and 15.—Supt. Frank R. Dyer, Belle Center, Logan Co.....	2.86
" 15.—Miss Etta L. Dunlap, Danville, Knox Co.....	2.00
" 13.—Supt. S. H. Herriman, Medina, Medina Co.....	6.40
Total.....	\$37.26

Of this amount, \$2 is for 1885-6, and the remainder, \$35.26, for 1886-7.

Yours truly,

E. A. JONES,
Cor. Sec. and Treas., O. T. R. C.

Massillon, Ohio, Nov. 20, 1886.

MEETING OF TOWNSHIP SUPERINTENDENTS.—There will be a meeting of all interested in the important work of township school supervision, held in Columbus, at the office of the State Commissioner of Common Schools, beginning Tuesday evening, December 23, 1886. A practical program, including the discussion of appropriate subjects, is in course of preparation.

JAS. H. SHEPHERD,
LEROY D. BROWN, } *Committee.*
S. P. MERRILL,

"Let another man praise thee, and not thine own mouth," is a good maxim, and one we try to observe. We trust it will not seem a violation of this maxim to call the attention of our friends, in a modest way, to the manner in which we have fulfilled our trust hitherto. Soon after taking charge of the MONTHLY, we ventured, with some misgivings, to add fifty percent to the number of pages in each issue, making each volume consist of 576 pages. It will be noticed that the volume ending with this number contains 644 pages besides the index, or 68 pages more than promised. Those who have the volume bound will find that it makes a large book—larger than any preceding volume.

As to the quality of the matter contained, our readers are capable of judging for themselves. Leaving the editorial department out of the account, we doubt whether there can be found in any other similar publication less that is trivial and more that is inspiring, strengthening and helpful to earnest, thoughtful teachers.

We might fill pages nearly every month with flattering commendations, such as one just received from the extreme southern part of the State: "I enjoy the MONTHLY better than any other educational periodical. It seems to have more of the true spirit than any other with which I am familiar." Such expressions are gratifying and encouraging, but we have not thought it best, as a rule, to give space to them.

But we fear we have already violated the maxim with which we started out. Our great desire is that the MONTHLY shall fill its place and do well its part in building up and sustaining the cause of popular education in our native State, our beloved Ohio.

Do not forget the meetings at Columbus, the last week of December—the meeting of examiners and the township superintendents' meeting. Both are important and should be well attended. We regret our inability to be present because of an institute engagement in Pennsylvania. We trust all who can attend will do so, as important interests are at stake.

It is with pleasure that we chronicle the election of Dr. Eli T. Tappan to the office of State Commissioner of Common Schools. Dr. Tappan is an able and scholarly man, an earnest friend of our common school system, and has the confidence and esteem of Ohio school men in a high degree.

EDUCATIONAL INTELLIGENCE.

—Alliance has a school library of 750 volumes, all secured in the last eight months without appropriations from the public funds by the board of education.

—The schools of Crestline seem to be doing good work under the management of Superintendent J. J. Bliss. Out of a class of 38 in the senior grammar school, 37 entered the high school at the beginning of the present school year.

—The Wayne County teachers reading club met at Orrville, Saturday, Nov. 20. The following topics were discussed: "As You Like it." Psychology—Leader, Dr. W. S. Eversole. History—Leader, D. F. Mock. Political Economy—Leader, J. L. Wright.

—The Triangular Teachers' Association held a meeting at Centerburg, Nov. 27, with the following program: "From Mollusc to Man," by N. O. Wilson; "Literature in our Schools," by W. W. Long; "Incentives to Study," by T. A. Edwards; "Roger Williams," by J. C. Guinther; "How to Improve our Country Schools," by F. F. Green.

—The Athens County teachers held a quarterly session at Albany, on Friday and Saturday, Oct. 29 and 30. Supt. Bonebrake lectured on Friday evening to a full house,—subject, "An Original Bill of Rights." Dr. Super and others spoke on Saturday. About 75 teachers were present. The next meeting will be held at Nelsonville.

—The Columbiana County teachers' institute was held at Leetonia, the last week of October, with M. Manley and John McBurney as instructors. We had a very profitable and interesting session. The instructors gave good satisfaction. The attendance was not quite so large as on some former occasions, because of the absence of the Salem and New Lisbon teachers; but there were more in attendance from the rural districts than ever before. H.

—The Kansas Teachers' Association will hold its annual meeting at Topeka, Dec. 28-30. C. P. Cary, an ex-Ohio teacher is announced on the program to read a paper on "The Value of Mathematical Studies in a System of Education." The organization includes four separate sections. Papers are limited to *twelve* minutes, and discussions to five minutes. The whole program suggests to our mind, as it did last year, cut feed in small bites.

—The Darke County teachers' association held a meeting at Union City, Nov. 27, with program as follows:

"Chaos," by Miss Edith Fackler; "Language," by Mrs. J. A. Hunter; "Primary Geography in Country Schools," by John H. Browder; "Reading," by W. W. Fowler; "The Use of Memory," by John B. Ballinger; "Earthquakes," by J. T. Martz; "School Training," by W. H. Murphy; Discussion of Course of Study for Country Schools.

—The attendance at the Ohio University the present term is fully one-fourth larger than it was for the corresponding term last year, and considerably larger than for any term during about a score of years. Its authorities, however, lay less stress upon this fact in itself than upon the indications it affords that the young people of the State propose to avail themselves, to a large extent, of the facilities now here afforded for the training of teachers. Many persons are availing themselves of special features in the teachers' course, who do not ex-

pect to teach much themselves. Every citizen ought to know what is good teaching and what is not, when he sees it, or hears it discussed.

—The Illinois Wesleyan University, Bloomington, Illinois, has had before the public for nearly fifteen years, a Department of Non-Residents, matriculants in which follow prescribed courses of study, upon which examinations are set, and receive proper degrees on completion of their work. The Department is modeled after the operations of the London University, and, like it, offers opportunity for doing systematic study to professional and other people who are debarred from residence at the seat of a University. Particulars regarding matriculation may be obtained by addressing Prof. Charles M. Moss, enclosing stamp.

—A meeting of the South-Eastern Ohio teachers' association was held at Middleport, Nov. 26 and 27. The printed program indicates a profitable session. Address of Welcome, by Supt. W. H. Davis, and response by Supt. M. E. Hard; Inaugural Address, by Supt. T. C. Flanegin; Why should I Study Pedagogy? by Dr. J. P. Gordy, of the Normal Department of Ohio University; Educational Milestones, by Supt. J. E. Kinnison; Relations of Body and Mind, by Prof. John M. Davis, of Rio Grande College; Examinations, by Supt. C. K. Wells; Do We Teach? by Supt. L. D. Bonebrake.

—The Clinton County Teachers' Association convened at Wilmington, Saturday, Nov. 13. The program was as follows: Paper, Frank D. Blair, of New Antioch; "Experience the Basis of Knowledge," M. V. Whitacre, of Blanche; "Two Factors," W. J. Sewell, of Sabina; Informal discussion: "School Government," and "The School Legislation we need in Ohio." The last question provoked the most animated discussion, and proved Clinton County teachers, with one accord, in favor of township and county supervision, township high schools, and a uniform system of examination questions throughout the State. The music was under the direction of Walter Fisher, special teacher of music in the Wilmington schools. The next regular meeting will be held at Sabina, on the third Saturday in January. K.

—It was stated in our last issue that the next meeting of the National Educational Association is to be held at Chicago. Secretary James H. Canfield, of Lawrence, Kansas, authorizes the following statement:

Very favorable arrangements have already been made with all railroads entering Chicago. Ample accommodations, at very low rates, have been secured for all who may desire to attend. Letters from all parts of the Union give, even thus early, assurance of an unusually large gathering. A National Educational Exposition will be held in connection with the association. The Centennial of the organization of the North-West Territory will be duly observed. The usual details will be given in the bulletin of the association, seventy-five thousand copies of which are being prepared.

No State managers will be appointed this year, outside of the representatives of the board of directors residing in the various States. All friends of education are urged to lend their aid and influence to promote the interests of the coming session.

—CITY SUPERINTENDENTS' ASSOCIATION.—City Superintendents of Indiana and Ohio had a most profitable meeting at Muncie, on the 4th, 5th and 6th of November. The superintendents expressed themselves as highly gratified at

the reception tendered them by Supt. Bloss and his able corps of teachers. The condition and methods of the Muncie schools were found first class.

The association organized by appointing Supt. C. L. VanCleve, of Troy, O., chairman, and Supt. E. E. Griffith, of Frankfort, Ind., secretary. The discussions were all the more interesting from being informal. The drift of thought seemed to indicate that the introduction of industrial education in small cities is impracticable, if not undesirable. High school graduates with supplemental professional training were thought to be the most available source for the supply of city teachers.

In answer to the question, Is there a growing laxity in discipline in the school as well as in the home? it was conceded that rules are more liberal, but are attended with better results.

The Indiana superintendents thought deportment should be a factor in the promotion of the pupil. To this some of the Ohio men objected. Those who participated in the deliberations are: Supt. Bloss, Muncie, Ind.; Supt. VanCleve, Troy, O.; Supt. Black, Logansport, Ind.; Supt. Martin, Greenfield, Ind.; Supt. Irwin, Ft. Wayne, Ind.; Supt. Griffith, Frankfort, Ind.; Supt. Allen, Bluffton, Ind.; Supt. Study, Richmond, Ind.; Supt. Woods, Winchester, Ind.; Supt. Kenaston, Noblesville, Ind.; Supt. Cromer, Bradford, O.; Supt. Stevens, Angola, Ind.; and Supt. Cromer, Union City, O.

Supts. Carson and Goddard, Prof. R. G. Boone, of Indiana University, and Prof. Campbell, of Wabash College, favored the association with interesting talks. Dr. David S. Jordan, Pres't Indiana University, delivered his lecture on Higher Education, to a large audience.

E. E. GRIFFITH, Sec'y.

PERSONAL.

—Miss M. W. Sutherland has been chosen one of the judges for the annual oratorical contest at Ohio Wesleyan University, Delaware, Ohio.

—C. P. Cary, an ex-Ohio teacher, has recently been elected county superintendent of schools for Brown County, the banner county of Kansas.

—C. C. Davidson, superintendent of schools at Alliance, Ohio, and member of the State Board of Examiners, has received the degree of A. M. from Ohio State University.

—A. C. Phelps, superintendent of schools at Perry, Lake Co., Ohio, has entered into his rest. He was called away October 26. A correspondent says that in his death "Education has lost one of its strongest advocates, society one of its best members, and Lake County one of its noblest young men."

—B. F. Remington is superintendent of the schools of Catawba Island township, Ottawa County, and teacher of the high school department. A neat pamphlet contains a carefully prepared course of study and rules and regulations governing the schools. The duties of the superintendent are defined as follows: "He shall direct and supervise the schools, call teachers' meetings, examine pupils for admission or promotion, and inform the board of the con-

dition of the schools and of needed changes." Thus township supervision grows apace. Perhaps the more surely and permanently because less rapidly than we wish.

—Dr. R. W. Stevenson, superintendent of the Columbus schools, by invitation of the city board of trade, recently delivered an address before that body, on the educational interests of the city, discussing the following topics:

1. Can the expenses for sites, buildings and incidentals be diminished?
2. Should the salaries be reduced, and can this be done and the highest efficiency of the schools at the same time be maintained?
3. Is the course of study the best that could be made, and is it adapted to the needs of our people?
4. What can be done to secure a longer attendance?
5. Should our present curricula of study be supplemented by a course of manual training; and how can such a course be adapted to children under 13 years of age?
6. What more than is now done can be done in teaching morals?
7. Are there any good reasons why special instruction should be given for mercantile pursuits and not for the remaining 265 occupations in which a living is obtained?
8. What instruction by example and by didactic teaching in the schools can be given to ward off even the possibility of a conflict between capital and labor in this country?

At the conclusion of Mr. Stevenson's address he was tendered a vote of thanks for the same.

The main purpose of the address was to agitate the question of establishing a manual training department in connection with the city school system.

BOOKS.

The Philosophy of Wealth, by John B. Clark, A. M., Lecturer on Political Economy in Amherst College, is from the press of Ginn & Co., Boston. It is not a regulation text-book on political economy, but rather a restatement, for general readers, of economic principles, in harmony with modern thought and life. It ignores the questions of tariff and currency, and discusses such questions as "Labor and its Relations to Wealth," "Principles of Co-operation," "Ethics of Trade," "Economic Function of the Church," etc. The moral and intellectual forces of society are treated as factors in economic calculations. It is a lucid treatment of timely topics.

Ten Dollars Enough, by Catharine Owen, and published by Houghton, Mifflin and Company, Boston, tells how to keep house well on ten dollars a week. It appeared originally as a serial in "Good House Keeping," where it met with such a reception as to warrant its appearance in the more convenient and more permanent form of a neat duodecimo book. It is an entertaining story into which is woven all the details of economical and thrifty house-keeping. It explains the art of good living on a moderate income.

First Steps in Scientific Knowledge. By Paul Bert, ex-Minister of Public Instruction of France. Revised and corrected by Wm. H. Greene, M. D., Professor of Chemistry in the Philadelphia Central High School. Philadelphia: J. B. Lippincott Company. 1887. Price 60 cents.

It is said that 500,000 copies of this work were sold in France in three years. It consists of seven parts, as follows: I. Animals. II. Plants. III. Stones and Rocks. IV. Physics. V. Chemistry. VI. Animal Physiology. VII. Vegetable Physiology. It contains almost a library of information, is written in simple style and abounds in illustrations. Teachers who seek to interest their pupils by familiar talks on common things, would find this book an invaluable aid.

Combined Number and Language Lessons, containing eight hundred Oral and Written Lessons. By F. B. Ginn and Ida A. Coady. Teacher's Edition. Published by Ginn & Co., Boston.

Part I contains two hundred admirable oral lessons in addition and subtraction, and as many written lessons for the pupil at his seat. The forty-five combinations, of two figures each, that can be made with the nine digits, are to be so thoroughly learned that the sum of any two numbers in column will be known at sight, as the words *boy*, *dog*, etc., are read at sight, with no thought of the letters of which they are composed. Part II contains a like number of excellent oral and written lessons in language. The book is an excellent manual for primary teachers—one of the best we have seen.

An Elementary Course in Practical Zoology. By Buel P. Colton, Instructor in Natural Sciences, Ottawa High School, Illinois. Published by D. C. Heath & Co., Boston.

The plan of this book may be inferred from the following sentence, found in the introduction: "It develops a boy more to earn a dime than to receive a dollar as a gift." The student is guided in his own observation and study of a few typical animals. The book is a striking illustration of the growth of pedagogical science.

Punctuation and the Use of Capital Letters. By John S. Hart, LL. D. Published by Eldredge and Bro., No. 17 North Seventh Street, Philadelphia. Price 50 cents.

A reliable and convenient manual for students of English composition and writers for the press.

Das Kalle Herz: Marchen von Wilhelm Hauff. Edited, with English Notes, Glossary, and a Grammatical Appendix, by W. H. van der Smissen. Published by D. C. Heath & Co., Boston.

After the plan of the author's edition of Grimm's Tales, this little tale is designed as a reader for the young student of German.

The Beginner's Latin Book. By William C. Collar and M. Grant Daniell. Boston: Ginn & Co.

"The maximum of practice with the minimum of theory," indicates the author's plan in the preparation of this text-book for young students of Latin. No attempt has been made to present all the facts and principles of the Latin language, but only such as are deemed suitable for study in the first year of the student's course. Copious exercises for translation are given, including a number of original Latin dialogs.

Ivanhoe: A Romance. By Sir Walter Scott. Complete with notes and glossary. Boston: Ginn & Co.

This is another of Ginn's excellent "Classics for Children." In design and execution they are unsurpassed. The foot-notes and glossary in this volume will greatly aid the young reader in understanding the text.

Cæsar's Commentaries on the Gallic War; with notes, dictionary, and a map of Gaul. By Albert Harkness, LL. D., professor in Brown University. Revised Edition, Illustrated. New York: D. Appleton & Co.

This excellent edition of Cæsar seems to leave nothing more to be desired. An extended description of the Roman military system, preceding the text, will greatly aid the student in understanding and appreciating the stirring military campaigns which the text describes. The notes and vocabulary are very full, and numerous illustrations are interspersed.

Preparatory Course in Latin Prose Authors, comprising four books of Cæsar's Gallic War, Sallust's Catiline, and eight orations of Cicero. With notes, a map of Gaul, and a special dictionary. By Albert Harkness, LL. D. Revised edition, with colored illustrations. New York: D. Appleton & Co.

This is a very complete text-book, containing a course of study in Latin Prose Authors, sufficient to meet the requirements for admission to any American college. It contains also a treatise on the military system of the Romans, intended to aid the learner in understanding Cæsar's account of his Gallic campaigns.

Another of Ginn's Classics for children is *Gulliver's Travels*. I. A Voyage to Lilliput. II. A Voyage to Brobdingnag. By Jonathan Swift, Dean of St. Patrick. Edited for schools, with notes and a sketch of the author's life. Boston: Ginn & Co.

The Interstate Primer and First Reader. By Ellen M. Cyr. Published by the Interstate Publishing Company, Chicago.

An admirable little book. It would serve admirably as a supplementary reader, with any other series.

Intermediate Problems in Arithmetic, for Junior Classes; containing more than two thousand problems in Fractions, Reduction and Decimals. By Emma A. Welch, Teacher in Montgomery School, Syracuse, N. Y. Published by C. W. Bardeen, Syracuse, N. Y.

These three little educational Monographs are published by D. C. Heath & Co., Boston:

I. *How to Teach Reading, and What to Read in School*. By G. Stanley Hall, Ph. D.

II. *The Study of Latin in the Preparatory Course*. By E. P. Morris, Professor of Latin in Williams College.

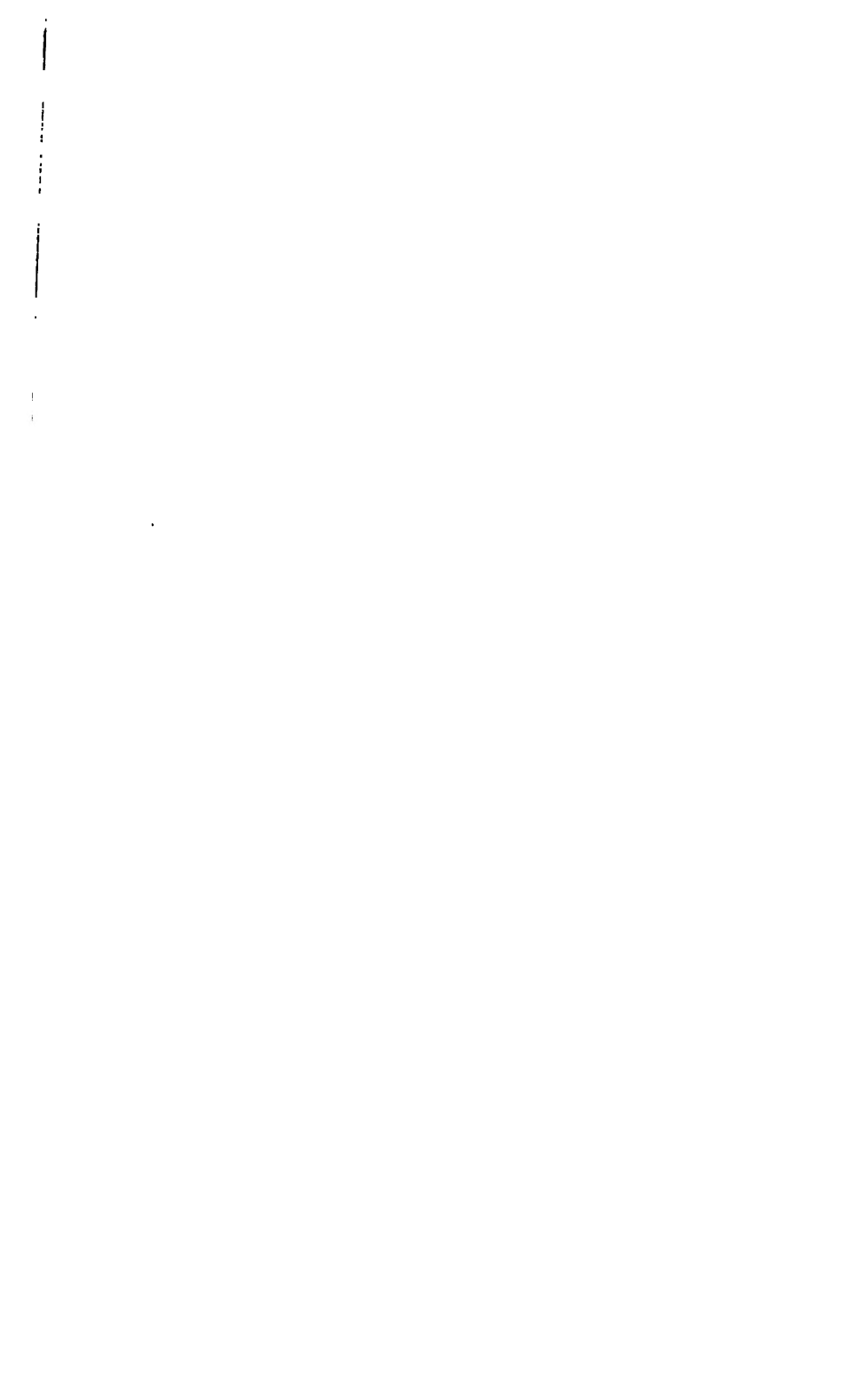
III. *Modern Petrography*: An account of the application of the Microscope to the Study of Geology. By Geo. Huntington Williams.

Manual of the Public Schools of LeRoy, Medina Co., O. F. D. Ward, superintendent.

Manual of the Public Schools of Unionville, Ohio. H. H. Spain, superintendent.

Annual Report of the Public Schools of Steubenville, Ohio. Superintendent Mertz presents, in this report, very full statistics, and discusses examinations and promotions, school discipline, etc.

W. L. Shinn, of the Cleveland Business College, 197 Superior Street, Cleveland, Ohio, has prepared an excellent *Writing Speller*, for the use of pupils in schools. Each page has space for 50 words, with room at the bottom for a dozen missed words. Address the author as above.





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